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ABSTRACT

This study examined Texas public school participation and performance in the Advanced Placement (AP) and International Baccalaureate (IB) programs during the 2000-2001 school year. The number of Texas AP and IB examinees was higher than in previous years, as well as the number of schools with AP examinees. Participation rates for African Americans and Hispanics continued to climb, but still lagged behind those for Whites and Asian/Pacific Islanders. The female rate of participation in AP and IB examinations continued rising faster than the male participation rate. Performance as measured by the number of AP examinations in the 3-5 score range and number of IB examinations in the 4-7 score range was highest in 2001, consistent with the trend of steady increases since the mid-1990s. Asian/Pacific Islander and White students continued to outscore African Americans and Hispanics on AP and IB examinations. The report also compares AP results for Texas public and nonpublic school students with results for students in other states and the nation. Three appendixes contain test results in summary tables, by school district, and by district characteristics. (Contains 23 tables, 5 figures, and 69 references.) (SLD)

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June 2002

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Advanced Placement and International Baccalaureate Examination Results in Texas
2000-01

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Abstract. This report examines Texas public school student participation and performance in the Advanced Placement (AP) and International Baccalaureate (IB) programs during the 2000-01 school year. The number of Texas AP and IB examinees was higher than in previous years, as well as the number of schools with AP examinees. Participation rates for African Americans and Hispanics continued to climb but still lagged behind those for Whites and Asian/Pacific Islanders. The female rate of participation in AP and IB examinations continued rising faster than the male participation rate. Performance as measured by number of AP examinations in the 3-5 score range and number of IB examinations in the 4-7 range was highest in 2001, consistent with the trend of steady increases since the mid-1990s. Asian/Pacific Islander and White students continued to outscore African Americans and Hispanics on AP and IB examinations. The report also compares AP results for Texas public and non-public school students with results for students in other states and the nation.

Keywords. advanced placement, international baccalaureate, credit by examination, testing, incentive, high school, financial need, scores, research and evaluation, gifted and talented

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For information regarding the Texas AP/IB Incentive Program, contact the Texas Education Agency, Division of Advanced Academic Services at (512) 463-9455 or http://www.tea.state.tx.us/gted/.

For additional information regarding AP examinations, contact the College Board's Southwestern Regional Office at (512) 891-8400 or http://www.collegeboard.com/. For information regarding IB examinations, contact the IB Organisation's North American Office at (212) 696-4464 or http://www.ibo.org/.

Contents

Highlights vi

Texas Public Schools vi

Comparative Results for Texas, Other States, and the Nation viii

Introduction 1

Report Overview 1

Benefits of Advanced Academic Programs 1

General Description of AP and IB Programs 2

Access to Courses and Testing 5

Uses of AP and IB Examination Results 7

Data Sources 9

Current Results and Trends 11

General Trends 11

Differentiated Trends and Patterns 16

Summary 25

Considerations for Education Communities 27

Overview 27

Student Access to AP and IB Courses and Examinations Within Schools 27

Statewide Student Access to AP and IB Courses and Examinations 29

Rigor and Quality of AP and IB Courses 30

Student Performance in AP and IB Courses and Examinations 31

AP and IB Examination Performance and Success in College 31

References 35

Appendix A. Advanced Placement (AP) and International Baccalaureate (IB) Summary Tables, 2000-01 41

Appendix B. Advanced Placement (AP) and International Baccalaureate (IB) Results, by District, Texas Public Schools, 2000-01 67

Notes About Tables in Appendix B 86

Appendix C. Advanced Placement (AP) and International Baccalaureate (IB) Results, by District Characteristics, Texas Public Schools, 2000-01 87

Notes About Tables in Appendix C 96

Glossary of Texas Education Agency District Analyze Category Descriptions, 2000-01 97

List of Tables

Table 1. Advanced Placement (AP) Examination Trends, Texas and the Nation, 1986-87 Through 2000-01 12

Table 2. Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1999-00 and 2000-01 16

Table 3. Advanced Placement (AP) Examinees, by Grade Level, Gender, and Ethnicity, for Texas and the Nation, 2000-01 21

Table A-1. Description of Scores in Advanced Placement (AP) and International Baccalaureate (IB) Examination Grading Scales 42

Table A-2. Advanced Placement (AP) Examinations, Texas Public School Courses, and Minimum Recommended College Credit Hours, 2000-01 43

Table A-3. Advanced Placement (AP)/International Baccalaureate (IB) Incentives, Texas Public Schools, Through the 2001-2002 Biennium 44

Table A-4. Advanced Placement (AP) Examination Results, Grades 11-12, by State and for the Nation, 2000-01 45

Table A-5. Advanced Placement (AP) Examination Score Statistics, by Subject, Texas and the Nation, 2000-01 47

Table A-6. Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01 48

Table A-7. International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01 51

Table A-8. International Baccalaureate (IB) Examination Score Statistics, by Subject, Texas Public Schools, 2000-01 54

Table A-9. Combined Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations, Grades 11-12, Texas Public Schools, 1996-97 Through 2000-01 55

Table A-10. Advanced Course Completions, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01 57

Table A-11. Advanced Placement (AP) Examinees Completing Advanced Courses, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01 59

Table A-12. Advanced Course Completers Taking Advanced Placement (AP) Examinations, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01 60

Table A-13. Correspondence Between Specific Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01 61

Table A-14. Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01 62

Table A-15. Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2000-01 64

Table A-16. Advanced Placement (AP) Examination Participation, Grades 9-12, by Subject, Gender, and Ethnicity, Texas Public Schools, 2000-01 65
Table B-1. Advanced Placement (AP) Examination Results, by District, Texas Public Schools, 2000-01 68
Table B-2. International Baccalaureate (IB) Examination Results, by District, Texas Public Schools, 2000-01 84
Table B-3. Combined Advanced Placement (AP) and International Baccalaureate (IB) Examination Results, by District, Texas Public Schools, 2000-01 85
Table C-1. District Participation in Advanced Placement (AP) and International Baccalaureate (IB) Examinations, by District Characteristics, Texas Public Schools, 2000-01 88
Table C-2. Advanced Placement (AP) Examination Participation and Performance, by District Characteristics, Texas Public Schools, 2000-01 92

List of Figures

Figure 1. Texas Public Schools with Grades 9-12 Advanced Placement (AP) Courses and Examinations, 1992-93 Through 2000-01 14
Figure 2. Advanced Placement (AP) Examination Participation, Grades 11-12, by Ethnicity, Texas Public Schools, 1994-95 Through 2000-01 17
Figure 3. Advanced Placement (AP) Examinee Performance, Grades 11-12, by Ethnicity, Texas Public Schools, 1994-95 Through 2000-01 18
Figure 4. Student Enrollment and Examinee Profiles, Grades 11-12, Texas Public Schools, 1994-95 and 2000-01 20
Figure 5. Advanced Placement (AP) Participation and Performance, by District Characteristics, Texas Public Schools, 2000-01 24

Highlights

Texas Public Schools

Statewide Results

- From 1995 to 2001, the percentage of 11th and 12th graders in Texas public schools taking Advanced Placement (AP) examinations rose from 6.8 percent to 14.2 percent. In 2001, 59,050 students took a total of 112,608 AP examinations. Overall, AP participation by public school students in 2001 represented the second largest single-year increase to date in both the number of Texas public school AP examinees and number of examinations taken. The trend was similar for combined AP and International Baccalaureate (IB) examination participation, with the 2001 participation one-tenth of a percentage point higher than for AP participation alone.

- The number of AP examinees scoring in the 3-5 range rose from 29,800 in 2000 to its highest value thus far (31,721) in 2001. That means a greater number of Texas students than ever before earned AP examination scores that may have qualified for college course credit or advanced placement. The overall percentage of AP examinees scoring in the 3-5 range, however, declined by four percentage points from 2000 to 2001—from 57.7 to 53.7 percent. With 85.4 percent of IB examinees scoring in the 4-7 range, the percentage of combined AP and IB examinees meeting the AP or IB score criteria was somewhat higher (54.0%) than for AP alone.

- In total, 93.7 percent of AP examinees tested in 2001 completed an advanced academic course during the year. The 2001 AP examinees who completed corresponding AP courses in school year 2000-01 outscored other examinees on 19 of the 25 AP subject examinations taken by more than 500 examinees.

- In 2001, 63.8 percent (681) of the 1,068 Texas public school districts and charter schools with Grade 11-12 enrollment had students who took at least one AP examination. Thirteen of these 681 districts also had students who took one or more IB examinations.

- School districts with the highest 2001 AP examination participation, defined as above 14% of students tested, clustered in eight education service center regions of the state: Region 1 (Edinburg), Region 2 (Corpus Christi), Region 9 (Wichita Falls), Region 10 (Richardson), Region 11 (Fort Worth), Region 13 (Austin), Region 19 (El Paso), and Region 20 (San Antonio).

Participation and Performance by Ethnicity

- Although the AP participation rates for Hispanics and African Americans in Texas public schools have been climbing steadily over the past seven years, only 11.1 percent of Hispanics and 6.2 percent of African Americans took an AP examination in 2001. By comparison, 16.8 percent of Whites and 34.3 percent of Asian/Pacific Islanders took an AP examination that year.

- Gain in AP participation rates since 1995 has been less rapid for African Americans than for Asian/Pacific Islanders, Hispanics, and Whites, while the rate for Native Americans has fluctuated.

- Similar to the results for AP participation, Texas public school Asian/Pacific Islanders had the highest IB examination participation rate in 2001 (1.2%) among all ethnic groups. They also exceeded in number (185) both African American (55) and Hispanic (96) IB examinees.

- Despite continued underrepresentation among some ethnic groups, upward trends in examination participation by Hispanic and African American students are evident. The percentage of Hispanic AP examinees increased from 16.9 percent in 1995 to 25.7 percent in 2001, and the percentage of African American AP examinees rose from 3.5 percent to 5.5 percent. The percentage of Hispanic students taking an IB examination also continued to climb, rising from 6.3 percent in 1995 to 10.7 percent in 2001.

- Compared to 2000 results, percentages of Texas public school AP examinees scoring in the 3-5 range decreased in 2001 for all ethnic groups. In 2001, over two-thirds of Asian/Pacific Islander examinees earned scores in the 3-5 range, followed by over half of Whites, nearly half of Native Americans and Hispanics, and over one-fourth of African Americans.

- In 2001, Asian/Pacific Islanders as a group had the highest percentage of Texas IB examinees (92.4%) scoring in the 4-7 range, followed by Whites (86.3%), African Americans (76.4%), and Hispanics (71.9%). Compared to the 2000 results, performance was virtually the same for Asian/Pacific Islanders and Whites and declined for all other groups.

Participation and Performance by Gender

- From 1995 to 2001, the percentage of Texas Grade 11-12 female students taking AP examinations increased by 8.3 percentage points to 15.8 percent; participation for males increased by 6.3 percentage points to 12.4 percent.

- The percentages of male and female examinees scoring in the 3-5 range decreased at a similar rate, from 60.5% in 1995 to 51.8% in 2001 for females and from 64.9% in 1995 to 56.3% in 2001 for males.

- Similar to the results for AP participation, a greater number of Texas females (502) than males (392) took IB examinations in 2001, maintaining the historical participation gap between the two genders.

- A slightly higher percentage of female IB examinees (85.7%) than males (85.2%) achieved scores in the 4-7 range in 2001.

Comparative Results for Texas, Other States, and the Nation

- In 2001, a total of 69,569 students in 1,063 Texas public and non-public schools took 125,785 AP examinations. This put Texas third in the nation, behind California and New York, in the number of both AP examinees and AP examinations taken. Texas was seventh among the states in the percentage increase (15.2%) in number of examinees from the previous year.

- Over the past 15 years, the growth of Texas participation in AP examinations greatly outpaced the growth of participation nationally. From 1987 to 2001, the number of Texas AP examinees increased almost eightfold, from 8,792 to 69,569, while national numbers rose from 259,222 to 820,880—slightly more than a three-fold increase. At the same time, while the number of examinations taken nationally almost quadrupled, the number of AP examinations taken by Texas students rose nearly ten-fold.

- The number of Texas public and non-public schools participating in AP examinations also rose between 1987 and 2001 by over 270 percent (from 285 to 1,063), while the increase nationally was 67 percent (from 7,776 to 12,960).

- The percentage of Texas schools participating in AP examinations in 2001 (65.3%) exceeded the national percentage (57.2%). Among the 50 states, Massachusetts had the highest percentage of participating schools (87.5%), and North Dakota had the lowest (8.7%).

- In 2001, the AP subjects in which national test taking was at least one percentage point higher than Texas student participation were U.S. History, Calculus AB, Biology, Chemistry, Psychology, and European History. In a comparison of student performance, Texas mean scores exceeded national scores on Spanish Language, European History, Studio Art: General, and Studio Art: Drawing examinations.

Introduction

Report Overview

The purpose of this report is threefold. One purpose is to promote an understanding of the benefits of AP and IB programs, to provide basic descriptions of the Advanced Placement (AP) and International Baccalaureate (IB) programs, and to help Texas schools and districts encourage a greater number and diversity of high school students to attempt advanced academic challenges while still in high school. To achieve this purpose, the report discusses the benefits of advanced academic programs and describes the AP and IB programs of college-level courses and examinations for high school students. Included is information on student access to AP and IB courses and examinations and the uses of examination results in Texas. A second purpose of the document is to report the status of AP and IB program participation and examination performance among Texas public schools, so the report presents information on AP and IB examination results and course-taking patterns updated through school year 2000-01. Finally, the report offers guidance to students, teachers, schools, and community members who are interested in improving the accessibility and quality of their AP and IB programs. Five avenues for action, supported by research and practice, are included in the report for readers' consideration.

Benefits of Advanced Academic Programs

Academic opportunities such as AP and IB programs benefit students in a number of ways. High school students who participate in AP and IB courses and associated examinations are exposed to college-level academic content and skills and are challenged to complete more rigorous assignments. Students with qualifying examination scores are provided with opportunities to earn college credit or advanced placement, depending on the college or university they attend. In addition, students have opportunities to compare their academic achievement with peers who are planning for college study, and to develop high-level analytical skills. Even without taking the examinations or without achieving qualifying examination scores, students who receive high school credit for AP or IB courses may receive more consideration in the college admissions process than students who have not completed advanced high school courses.

AP and IB programs also benefit teachers, high schools, the colleges and universities program participants attend, and policymakers (College Entrance Examination Board [CEEB], 1996). Secondary school teachers who develop and implement AP and IB programs benefit from opportunities for professional development and the chance to teach challenging subjects to able, motivated students. By participating in AP and IB programs, high schools expand choices for students who are prepared to take more rigorous courses. In addition, advanced academic programs enhance the quality and reputation of a high school's college preparatory program and often enrich the overall academic curriculum for the general student body. AP and IB course-taking and examination data provide colleges and universities an additional means to identify and recruit students who have successfully met the demands of challenging, college-level courses. Finally, policymakers can use the information on school participation and performance in advanced academic programs to help determine how the state can use funding opportunities or incentive programs to provide better support to high schools as they prepare students for post-secondary education.

General Description of AP and IB Programs

AP Program

The AP program is a cooperative educational endeavor between secondary schools and colleges and universities. It is designed to enroll high school students in college-level courses. AP courses are developed locally and taught by high school teachers, based on course descriptions provided by the College Board. Annual AP examinations are developed by committees that include discipline experts from college faculties and teachers of the relevant high school AP courses. The committees employ established educational measurement practices to ensure that AP scores are valid measures of college-level performance (Casserly, 1986; CEEB and Educational Testing Service [ETS], 1994a; Morgan and Crone, 1993; Morgan and Maneckshana, 2000; Morgan and Ramist, 1998).

AP examination scores range from 1 to 5 and reflect qualification for college credit (Table A-1 in Appendix A). Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations, although a few colleges and universities grant credit in some courses for scores of 2 (CEEB, 2000). The Texas Education Agency's (TEA) Division of Advanced Academic Services maintains a sourcebook of college course credit hours granted by Texas public and private colleges and universities for specific AP examination scores (TEA, 1997; TEA, 2001a). Because the sourcebook has not been updated recently, it is recommended that students contact the colleges or universities directly to obtain current information on college course credits being granted for advanced academic courses in high schools.

Sufficiently high scores on AP examinations also can be used to obtain the Advanced Placement International Diploma for overseas study. This component of the AP program is intended to certify the achievement of AP candidates whose higher education plans include the prospect of enrolling in universities outside the United States or Canada. The designation is not a substitute for a high school diploma; it merely acknowledges that the recipient has earned grades of 3 or higher on a specified number of AP examinations from a prescribed set of courses (CEEB, 2001b).

Each year, the AP program also presents several types of AP Scholar Awards, tied to graduated levels of achievement, to students who perform well on three or more AP examinations (CEEB, 2001c). Students are awarded certificates, and their achievements are acknowledged on AP score reports sent to colleges in the following fall (CEEB, 2001c).

AP Courses and Examinations

AP programs currently offer 35 courses in 19 subject areas. Each course is developed by a committee composed of college faculty and AP teachers (College Board, AP Central™, 2002). As Table A-2 in Appendix A shows, 31 of these courses were offered in Texas public schools in the 2000-01 school year. Table A-2 also includes the American Council on Education recommendation for minimum number of college credit hours to be granted for AP examination scores of 3 or higher (CEEB, 2001e).

In the 2000-01 school year, the College Board added an AP Human Geography course description, associated materials, and an examination (CEEB and ETS, 2000a). In 2001-02, two new portfolios, one in two-dimensional design and the other in three-dimensional design, will replace the Studio Art General Portfolio examination. Development is also underway on an AP World History course and examination, slated for introduction in 2001-02.

Although most students participate in AP courses prior to taking the corresponding examinations, students may take AP examinations without having taken the courses. The examinations, which are developed and administered through the College Board, are available statewide to schools making the required administrative and financial arrangements in advance. AP courses, on the other hand, are developed locally and depend on individual school and district resources. As a result, AP course offerings vary from district to district.

AP Examination Fees

For the 2000-01 school year, the fee for each AP examination was $77, of which schools normally retained $7. The College Board offered a $22 per-examination credit to qualified students with acute financial need, and schools were expected to forgo their $7 administrative rebates for these candidates (CEEB, 2001d). The state and federal governments provided additional financial support to Texas students who wanted to take AP examinations (see the section, **Access to Courses and Testing**).

IB Program

The IB program is a comprehensive two-year curriculum for high school students 16-19 years old developed by the International Baccalaureate Organisation (IBO). IB students focus on five subject areas in the IB curriculum, and students generally take examinations in these subjects in May of their junior and senior years or during the last two years of their IB programs. Students who successfully complete the program and perform well on examinations are awarded IB diplomas in addition to traditional high school diplomas.

Colleges that recognize IB scores usually award credit or advanced placement, or both, to students who score in the 4-7 range on IB examinations (see Table A-1 in Appendix A for descriptions of scores on the IB grading scale of 1-7). College course credit hours typically granted for specific IB examination scores by Texas colleges and universities are available from TEA's Division of Advanced Academic Services (TEA, 1997; TEA 2001a). However, because the sourcebook has not been updated recently and policies regarding credit for scores achieved on IB examinations vary widely by educational institution, it is recommended that students contact the educational institutions they are interested in attending regarding specific policies.

IB Courses and Examinations

IB diploma candidates must follow programs that include interdisciplinary courses and components as well as six courses from at least five specific subject areas. All candidates must complete the Theory of Knowledge (TOK) course; Creativity, Action, and Service (CAS) activities; and an extended essay project based on original, independent research. Subject area courses include one course in each of five subject areas: Language A1 (first language), Language A2 (second modern language), Individuals and Societies, Experimental Sciences, and Mathematics. The sixth course may be chosen from a list of Arts and Electives, which includes course choices from the five main subject areas and any course developed by schools based on an IBO-approved syllabus. The six subject-area courses are taken at either the Standard (or Subsidiary) Level, which represents 150 teaching hours, or the Higher Level, which represents 240 teaching hours. Students must take at least three, but not more than four, subject-area courses at the Higher Level. This allows a student sufficient freedom to investigate favorite subjects in greater depth, while helping ensure that a broad curriculum is completed during a two-year period (International Baccalaureate Organisation [IBO], 2001a).

To receive an IB diploma, a student must accumulate at least 24 of 45 total examination points in the required subject areas, plus complete the extended essay, TOK course, and CAS activities at satisfactory levels. The maximum score of 45 points includes scores of 7 on each of the six subject examinations and 3 bonus points for an exceptional essay and work in TOK. Students who fail to satisfy all requirements or elect to take fewer than six subject examinations are awarded certificates for examinations completed with acceptable scores (IBO, 2001a).

IB Examination and School Fees

Participation in the IB Program carries fees for schools as well as student examinees. Schools wishing to participate in the program pay application fees of $3,500. Once authorized, schools then pay annual subscription fees of $7,785 to offer IB courses and examinations. Schools authorized to participate in the program, but not presently offering IB courses, pay fees of $2,135 to remain affiliated with the program for up to 18 months (IBO, 2001b). For diploma candidates taking all six examinations in one session, the 2001-02 fee per student was $135 plus $70 for registration. For candidates seeking certificates and not diplomas, the fee per student was $75 plus $48 for registration. For each examination at the Higher or Standard Level, a $52 fee applied. For each extended essay examination, a $32 fee applied. Schools paid a $321 fee for diploma candidates taking the Theory of Knowledge test (IBO, 2001b). As was the case for AP examinees, the state and federal governments provided financial support to Texas students who wanted to take IB examinations (see the section, **Access to Courses and Testing**).

Access to Courses and Testing

Overview

Texas has made a concerted effort to facilitate student access to AP/IB courses and testing. Texas State Board of Education rules, for example, encourage high schools to participate in the programs by allowing AP and IB courses to satisfy high school graduation requirements. As a result, more high schools are offering AP and IB courses, more students are enrolling in courses, and more students are participating in examinations (Texas Administrative Code, Title 19 §§74.11-74.13, 1998).

In recent years, to help increase participation in AP and IB programs, both the state and federal governments have provided direct incentives to schools, teachers, and students who need financial assistance. Incentives target teaching of advanced academic subjects by providing program funds and professional development support to schools and teachers. Incentives for students include financial assistance with examination fees.

Texas AP/IB Incentive Program

The formal purposes of the Texas AP/IB Incentive Program are to recognize and reward demonstrated success in achieving state educational goals (Texas Education Code §§28.051-28.058, 2001). The incentives consist of financial assistance for schools, teachers, and students to purchase equipment, to subsidize teacher training, and to reimburse examination fees (see Table A-3 in Appendix A).

Until the start of the 2000-2001 biennium, implementation of the AP/IB Incentive Program had been severely constrained by a lack of funding. Three million dollars was approved for the fiscal 1998-1999 biennium: $500,000 per year from the Foundation School Program and $2 million from the biennium allocation for gifted and talented education. These funds were used to reimburse AP teachers who attended AP summer institutes and to provide examination fee reductions for students with financial need. Effective in the fiscal 2000-2001 biennium, the state legislative appropriation was increased substantially to a total of $21 million. This includes $2 million from the allocation for gifted and talented education, which can be used over the biennium both on Pre-AP/IB activities for middle school and early high school students and on the Texas AP/IB Incentive Program. Appropriations of $8 million and $11 million were allocated to the Texas AP/IB Incentive Program for fiscal year (FY) 2000 and FY 2001, respectively (General Appropriations Act, 76th Leg., 77th Leg.).

For the fiscal 2002-2003 biennium, the legislature again raised the appropriation significantly over the previous biennium, from $21 million to $34 million. Legislators also provided policy

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direction for TEA in the next biennium—for example, giving priority to reimbursing training for faculty at public school campuses not presently offering AP or IB courses and establishing the goal of making these courses available at as many campuses as possible statewide (Rider 29 of the General Appropriations Act, Article III-Education, 77th Legislature).

The components of the AP/IB Incentive Program, as funded in the 2001-2002 biennium, include: (a) $30 of the cost of every AP or IB examination taken by a high school student completing the corresponding course, as designated under the Public Education Information Management System; (b) fee reductions for students with financial need, (c) financial bonuses of up to $100 to campuses for each student scoring in the 3-5 range on an AP examination or the 4-7 range on an IB examination; (d) need-based equipment grants of up to $3,000 for about 400 campuses submitting applications (TEA, 2001d); and (e) reimbursement of up to $450 for AP/IB summer institute teacher training.

As a result of the fee reduction component of the Texas AP/IB Incentive Program, students who met financial need eligibility criteria, as outlined by the College Board, and who took AP courses in the subjects of the tests in school year 2000-01 paid no more than $5 per AP examination. Support from the program also ensured that all other AP examinees taking AP courses in corresponding subject areas paid no more than $47 per examination (TEA, 2001c, 2001d). Students in financial need who took IB courses in the subject of the test paid no more than $5 per examination, and all other eligible IB examinees paid no more than $20 per examination in the school year 2000-01 (TEA, 2001c, 2001d).

Federal AP and IB Support

Although the federal AP fee assistance program was first authorized in the 1992 Higher Education Act, Congress did not fund the program until federal FY 1998 (CEEB, 2001f). This program was first implemented in 34 states, including Texas, to provide fee assistance for low-income students, defined as students whose family incomes were at or below 150 percent of the Census Bureau poverty guidelines. The Secretary of Education expanded the program to include students with financial need taking IB examinations, as well. For federal FY 1999, Congress appropriated $4 million for the AP and IB fee assistance program. Of the $4 million, Texas received $300,000 for May 2000 examinations. For May 2001 examinations, Texas' share of federal monies increased to $379,000.

In addition to receiving federal support for AP and IB examinees with financial need, Texas competed successfully for special federal funds to develop initiatives to increase participation of minority and other historically disadvantaged students in AP and IB programs. As a result, Texas was able to establish the AP Spanish Language Middle Years Grant Program in 1999-00 and support its continued development in 2000-01 through an additional $200,000 in federal funds. Texas also was awarded $1,096,000 to establish the Center for Texas AP/IB Incentives in 2000-01.

Uses of AP and IB Examination Results

Indicators of State and National Progress

In recent years, AP examination results have been used as one of many indicators of educational progress and comparative performance. Because AP examinations measure higher-level learning in a broad array of subject areas, the results of the examinations provide information considered relevant to how well high schools are preparing students for academic challenge beyond the secondary school level. National participation and performance come to serve as implicit benchmarks against which to compare state performance in terms of college-level academic preparation. Although student performance on AP examinations continues to be used as one of many indicators of state and national educational progress, comparisons of AP performance among states and with the nation as a whole are most appropriate when AP examination participation rates, educational and demographic characteristics of examinees, and AP policies are similar. For many years, the College Board has prepared summary reports of national and state AP examination results (CEEB and ETS, 1987-1993, 1994b, 1995-1999, 2000b, 2001).

Indicators in the Texas Accountability System

Texas has in place a state accountability system and an Academic Excellence Indicator System (AEIS) that support the accomplishment of the state's goals for public education. These systems recognize, reward, sanction, and intervene with school districts and campuses to ensure excellence in education for all students. Information used to rate and acknowledge districts and schools is compiled in the AEIS reports. There are three types of indicators: base indicators, additional indicators, and report-only indicators (TEA, 2001g).

In April 1996, the Texas State Board of Education (SBOE) adopted AP performance and participation as a report-only indicator in AEIS. The reporting of the indicator began in 1996 with inclusion of 1995 and 1996 examination results. At the time, the SBOE requested that IB performance and participation data be included as part of the AEIS within two years (SBOE, 1996).

Effective in the fall of 1998, a revised indicator was defined and reported at the district, region, and state levels as a set of three measures, representing Grade 11-12 student participation and performance on either the AP or IB examination (cf. TEA, 2001b, 2001g). The three measures are:

- percentage of enrolled students taking at least one AP or IB examination;
- percentage of examinees scoring a 3, 4, or 5 on at least one AP test, or a 4, 5, 6, or 7 on at least one IB test; and
- percentage of total AP examinations with scores of 3, 4, or 5, and total IB examinations with scores of 4, 5, 6, or 7.

In 2001, the Texas Legislature enacted the Gold Performance Acknowledgement (GPA) system to acknowledge districts and campuses for high performance on indicators in addition to those used to

17

determine accountability ratings (TEA, 2002). Participation and performance of 11th and 12th graders on AP/IB examinations is one of the nine GPA indicators. For acknowledgement on this indicator, 11th and 12th graders taking at least one AP or IB examination must represent 15 percent or more of the non-special education students enrolled in 11th and 12th grades, and 50 percent or more of those examinees must have scored at or above the criterion score (3 or above on AP or 4 or above on IB) on at least one examination (TEA, 2002).

Because only 13 Texas districts include students who participated in both the AP and IB examinations in 2001, the effects of AP participation and performance dominate the combined AP and IB indicators both at the statewide and district levels.

Data Sources

Data for this report were compiled and analyzed from a number of sources: summary reports from the College Board, student-level examination and demographic data from the College Board and International Baccalaureate Organisation (IBO), and student-level demographic information from the Texas Education Agency (TEA) Public Education Information Management System (PEIMS) database. First, College Board summary reports of Advanced Placement (AP) score results for all public and non-public school examinees from 1987 through 2001 were used to compare Texas to other states and the nation as a whole (CEEB and ETS, 1987, 1988, 1989, 1990, 1991, 1992, 1993, 1994b, 1995, 1996, 1997, 1998, 1999, 2000b, 2001). Comparable reports were not available for IB performance (cf. IBO, 1995). International Baccalaureate (IB) examination data were only available for public schools. Second, score results for Texas public school students were obtained by TEA from the College Board, via Educational Testing Service (ETS) on contract for the College Board, and from the IBO in Cardiff, Wales, Great Britain. Third, the Texas public school AP and IB examination score results were examined in conjunction with data taken from the TEA PEIMS database, in order to obtain a closer look at the relationship between course-taking and examination participation and performance.

Due to differences among the sources in types of students represented, some results are reported on a public school-only basis and others include both public and non-public schools. Whenever comparisons are made among Texas and other states and the nation, data include both public and non-public school students. Otherwise, the data include only Texas public school students.

For AEIS reporting purposes, student grade, ethnicity, and gender, as well as other relevant district, campus, and student information from PEIMS, was used to analyze the Texas public school AP and IB results. The College Board also collects these data, although IBO does not; therefore, when student grade level, ethnicity, and gender information were not available from PEIMS, Texas AP examinee files were used to obtain the information.

Current Results and Trends

General Trends

Texas and the Nation

Advanced Placement (AP) examination trends. In May 2001, a total of 69,569 students in 1,063 Texas public and non-public schools took 125,785 AP examinations. This put Texas third in the nation, behind California and New York, in the number of both AP examinees and AP examinations taken (see Table A-4 in Appendix A). Texas was seventh among the states in the percentage increase (15.2%) in number of examinees from the previous year.

Over the past 15 years, the growth in participation in AP examinations in Texas greatly outpaced growth in participation in the nation. From 1987 to 2001, the number of Texas AP examinees increased almost eightfold from 8,792 to 69,569, while the national number rose from 259,222 to 820,880— more than a three-fold increase (see Table 1 on page 12). At the same time, while the number of examinations taken nationally almost quadrupled (from 364,804 to 1,380,146), the number of AP examinations taken by Texas students rose over ten-fold (from 12,506 to 125,785).

The number of Texas public and non-public schools participating in AP examinations also rose during this period by over 270 percent (from 285 to 1,063), while the increase nationally was 67 percent (from 7,776 to 12,960). The percentage of Texas schools participating in AP examinations in 2001 (65.3%) exceeded the national percentage (57.2%). As Table A-4 in Appendix A shows, Massachusetts had the highest percentage of participating schools (87.5%), and North Dakota had the lowest percentage of participating schools (8.7%).

Along with increasing numbers of examinees and examinations, Texas has experienced a dramatic increase in the number of AP scores in the 3-5 range over the past 15 years, from 8,897 in 1987 to 64,157 in 2001. Since 1995, however, the overall percentage of examinations with high scores has decreased. In 1995, the percentage of AP examination scores in the 3-5 range earned by Texas students slipped below the national percentage (see Table 1 on page 12). The downward trend continued in 2001, when Texas showed 51.0 percent of examinations with high scores, compared to 61.3 percent across the nation.

This decline in overall AP examination scores is likely to be related to rising participation rates. In recent years, as greater numbers of schools have offered the AP program for the first time and schools with existing AP programs have offered wider selections of advanced course work, the number of high school students participating in AP courses and examinations has increased rapidly. To a lesser extent, a similar pattern is seen at the national level, where the trend of ever-higher school and student participation is accompanied by a performance plateau or even decline (see Table 1 on page 12). The trend may reflect the willingness of schools and students to take advantage of new

Table 1
Advanced Placement (AP) Examination Trends, Texas and the Nation, 1986-87 Through 2000-01

	Schools		Examinees		Examinations		Examinations with scores 3-5		Percent of scores in 3-5 range	
Year	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
1987	285	7,776	8,792	259,222	12,506	364,804	8,897	246,458	71.1	67.6
1988	297	8,247	10,478	288,372	15,567	419,101	10,739	281,566	69.0	67.2
1989	346	8,768	11,832	309,751	17,813	455,996	12,102	297,813	67.9	65.3
1990	394	9,292	12,766	323,736	19,625	480,696	13,367	318,963	68.1	66.4
1991	413	9,781	14,101	351,144	21,529	523,236	14,446	334,911	67.1	64.0
1992	451	10,191	15,364	378,692	23,672	566,036	16,442	369,942	69.5	65.4
1993	502	10,594	18,139	413,939	28,437	623,933	19,334	401,256	68.0	64.3
1994	544	10,863	21,178	447,972	33,944	684,449	23,605	452,377	69.5	66.1
1995	649	11,274	27,770	493,263	45,733	767,881	28,006	476,327	61.2	62.0
1996	756	11,136	31,843	525,072	52,156	824,329	32,381	523,321	62.1	63.5
1997	834	11,424	37,563	566,720	62,318	899,463	37,526	579,865	60.2	64.5
1998	909	11,843	44,093	618,257	74,192	991,952	42,909	635,922	57.8	64.1
1999	971	12,229	51,228	685,981	88,485	1,122,414	49,721	712,903	56.2	63.5
2000	1,015	12,558	60,405	747,922	107,640	1,242,324	58,964	790,810	54.8	63.6
2001	1,063	12,960	69,569	820,880	125,785	1,380,146	64,157	845,933	51.0	61.3

Source. College Entrance Examination Board and Educational Testing Service (1987-1993, 1994b, 1995-2001), and personal communication with P. Williamson, College Board Southwest Regional Office, November 10, 1997.

Note. Examination score data are for public and non-public schools.

The percentage of Texas schools with AP examinees in 2000-01 was 65.3 percent, compared to 57.2 percent nationwide.

academic opportunities before they have developed the skills needed to be successful in the more rigorous advanced courses.

AP examination subjects. Although AP examinations are offered in 33 subjects, the top four subjects in 2001 were the same for AP examinees in the Texas and the nation: English Language and Composition, English Literature and Composition, U.S. History, and Calculus AB. These four subjects accounted for over half (56.0%) of all AP examinations taken in 2001 by Texas public and non-public school students, and nearly half (49.2%) of all AP examinations taken by students in the nation. On a percentage basis, the greatest difference in student participation between Texas (21.5%) and the nation (9.7%) occurred on the English Language and Composition examination (see Table A-5 in Appendix A).

In 2001, for examinations taken by more than 50 students, the four AP subjects with the highest percentage in the 3-5 score range were also the same for the Texas and the nation – Spanish Language, Calculus BC, Computer Science AB, and Studio Art: Drawing. Texas outperformed the nation in subjects such as Spanish Language, European History, Studio Art: General, and Studio Art: Drawing examinations (see Table A-5 in Appendix A).

Texas Public Schools

AP and International Baccalaureate (IB) examination trends. AP trends for Texas public schools mirrored trends mentioned above for all Texas public and non-public schools combined. From 1995 to 2001, the percentage of 11th and 12th graders taking AP examinations rose from 6.8 percent to 14.2 percent (see Figure 2 on page 17, and Table A-6 in Appendix A). As student participation in the AP program continued to increase, the performance continued to decline. The percentages of both AP examinees and AP examinations with scores in the 3-5 range declined from 1996 to 2001, from 62.6% to 53.7% for examinees and from 60.6% to 49.5% for examinations (see Table A-6 in Appendix A).

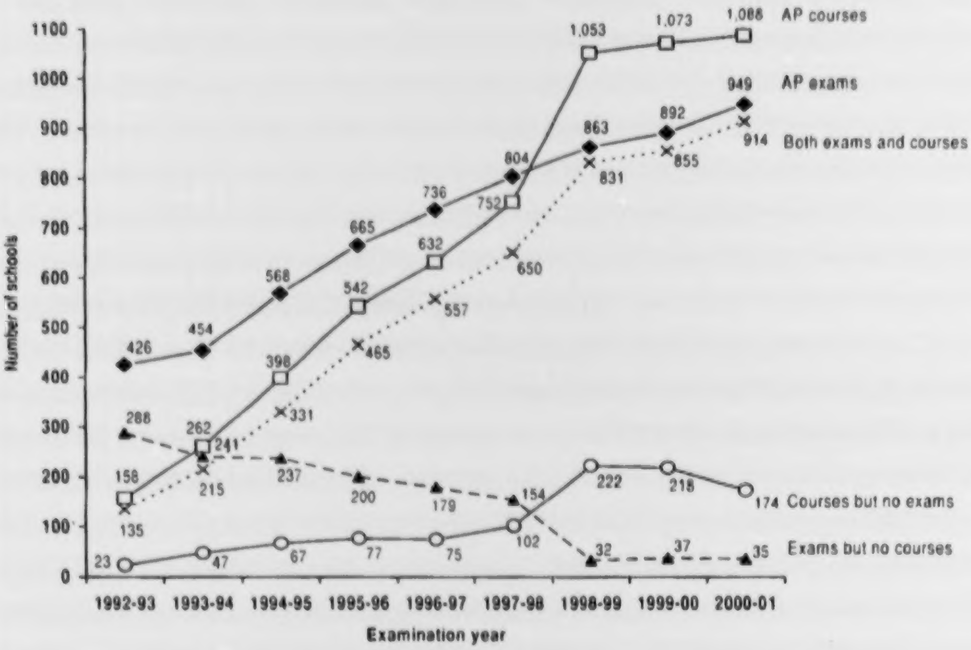
As with the AP program, public school participation in the IB program has increased over time, although on a much smaller scale. In 2001, 895 Grade 11-12 students in 15 Texas public schools took 2,097 IB examinations—up from the 429 students in 11 schools taking 910 IB examinations in 1995 (see Table A-7 in Appendix A). In contrast to the AP performance dip, the percentage of Texas public school IB examinees earning scores in the 4-7 range increased from 79.7 percent in 1996 to 85.4 percent in 2001, while the percentage of examinations with scores in this range rose from 73.4 percent to 81.9 percent (see Table A-7 in Appendix A). Analysis of IB examinations by subject reveals the most popular examination in 2001 was English A1, which accounted for nearly one-sixth (15.9%) of Texas public school IB examinations, followed by Spanish B, Biology, and History: Americas HL (see Table A-8 in Appendix A). Of these four academic areas, mean scores were highest on Spanish B and English A1.

A combination of AP and IB participation and performance data yields similar results. If the participation rate of IB examinees is included with that of AP examinees, as reported in the AEIS, the percentage of students tested rose from 8.6 percent in 1997 to 14.3 percent in 2001 (see Table A-9 in Appendix A). Combining IB examinee and examination performance with AP results yielded slightly higher numbers and percentages than observed for AP performance alone (see Table A-9 in Appendix A).

Correspondence between advanced course taking and examination participation. Not all AP examinees take AP or other advanced academic courses, nor do all students who participate in advanced courses ultimately take AP examinations. The seven-year period from the school years 1994-95 to 2000-01 was marked by an increase in the number of students participating in advanced academic courses offered by the Texas public schools (see Table A-10 in Appendix A). For example, the number of Grade 9-12 Texas public school students completing at least one AP course increased over threefold from 32,723 to 116,332, while the number of AP courses completed increased from 51,270 to 372,899—an over sevenfold increase.

According to data collected through the Public Education Information Management System, the trend is a consistent increase in the number of schools enrolling students who complete AP courses. The number of Texas public schools with students completing AP courses rose from 398 schools in 1994-95 to 1,088 schools in 2000-01 (see Figure 1). This includes 55.9 percent of the state's 1,945 schools that serve 11th and 12th graders. During the same period, the number of schools with students completing both AP courses and examinations grew from 331 to 914 (47.0% of schools), while the number of schools with students taking AP examinations but not completing AP courses decreased from 237 to 35.

Figure 1
Texas Public Schools with Grades 9-12 Advanced Placement (AP) Courses and Examinations, 1992-93 Through 2000-01



Source. College Entrance Examination Board and Texas Education Agency (TEA).

Note. Final semester completion of courses was used as the basis for numerical counts. 1994-95 counts for the number of schools with AP examinations and the number of schools with AP courses vary slightly from preliminary counts reported for these data in TEA (1995).

Since 1992-93, the number of Texas public schools with AP examinees has increased substantially, as well as the number of schools with students completing AP courses. In 2000-01, 174 schools had students completing AP courses without taking the examinations, while the number of schools with AP examinees and no AP courses had decreased to only 35.

The correspondence between AP examination participation and advanced course completion was examined for school years 1992-93 through 2000-01 (see Table A-11 in Appendix A). Since 1994-95, over half of the Grade 9-12 Texas public school AP examinees each year have also completed at least one AP course. This trend had been steadily upward to 88.7 percent of AP examinees by 1999-00, but declined dramatically to 69.1 percent in 2000-01. However, the number of AP examinees completing advanced courses defined by TEA continued to climb in 2000-01, from 56.4 percent in 1994-95 to 93.7 percent.

In school year 2000-01, there was less growth in the number of students completing at least one AP course. While the number of advanced courses taken by Texas public school students continued to increase, the number of examinees completing AP courses dipped by almost 5,000. However, the average number of AP courses being completed by each AP examinee increased from 1.8 in school year 1999-00 to 2.3 in school year 2000-01.

Considered from another perspective, over half (51.0%) of AP course completers in school year 2000-01 took an AP examination—reflecting a rather large increase from the 40.3 percent correspondence noted just two years before (see Table A-12 in Appendix A). Although other advanced course completers remain less likely than AP course completers to take an AP examination, AP examination participation continues to increase among all advanced course completers and at a more rapid rate since school year 1998-99.

A dramatic increase in the correspondence between AP examination participation and AP course completion in the same subject area has occurred since the school year 1992-93 (see Table A-13 in Appendix A). In 1994-95, only 38.4 percent of examinations were taken by students completing the corresponding AP subject courses, compared to slightly over three fourths (75.8%) of the AP examinations in 2000-01. The 2001 data reflect a moderate increase from 74.7 percent the year before. In addition, a sizable percent of AP course completers in 2000-01 (44.8%) took the corresponding AP subject examinations.

A review of AP examination performance over time reveals that, on average, AP examinees completing the corresponding AP courses in the same year either outscored or performed about the same as examinees not completing the corresponding courses (see Table A-14 in Appendix A). In school year 2000-01, AP course completers earned the same percentage of high scores (50.5% received scores of 3, 4, or 5) as did examinees not taking a corresponding AP course.

However, AP examinees completing the corresponding AP courses continued to outscore examinees not completing the corresponding courses for the majority of AP subjects. Among the three academic areas in which AP course completers did not outscore other examinees, only the Spanish Language examination performance shows a greater than 0.2 difference in mean score; examinees who completed the Spanish Language AP course earned a mean score of 3.55 on the examination, compared to a mean of 3.79 earned by other examinees (see Table A-15 in Appendix A). In addition, Spanish Language is the only academic area in which a greater number of students took the examination without having taken the corresponding AP course. These results may be due to the fact that three-fourths of AP Spanish Language examinees were Hispanic and, feasibly, some could be native speakers of Spanish (see Table A-16 in Appendix A).

Differentiated Trends and Patterns

Examinee Profiles by Ethnicity

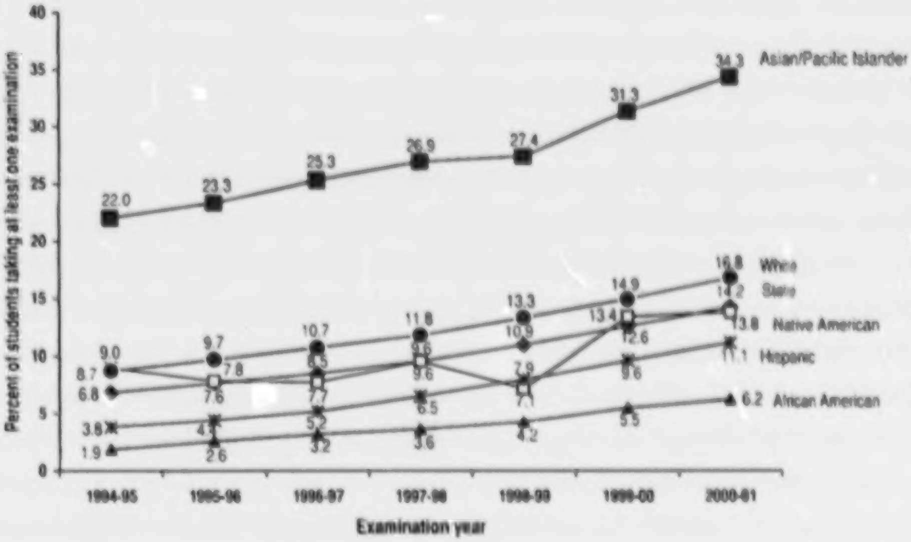
Participation patterns. The rates at which African American and Hispanic public school students participate in AP examinations have been climbing steadily over the past several years. In 2001, 11.1 percent of Hispanics and 6.2 percent of African Americans took an AP examination, compared to 9.6 percent and 5.5 percent in 2000, respectively (see Table 2 and also Table A-6 in Appendix A). Most notably, the participation rate for Hispanics has risen by a full 7.3 percentage points since 1995 (see Figure 2). Despite gains, participation rates of these two groups of students remain low relative to the 2001 rates for Whites (16.8%) and, particularly, Asian/Pacific Islanders (34.3%).

Table 2
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1999-00 and 2000-01

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1999-00								
African American	52,069	2,852	5.5	870	30.5	4,592	1,302	28.4
Asian/Pacific Islander	14,376	4,497	31.3	3,094	68.8	11,312	7,313	64.7
Hispanic	133,844	12,881	9.6	6,213	48.2	20,934	8,055	38.5
Native American	979	131	13.4	68	51.9	234	119	50.9
White	209,040	31,242	14.9	19,512	62.5	59,002	34,577	58.6
Female	213,139	29,859	14.0	16,830	56.4	52,755	26,963	51.1
Male	197,169	21,811	11.1	12,970	59.5	43,428	24,466	56.3
State	410,308	51,670	12.6	29,800	57.7	96,183	51,429	53.5
2000-01								
African American	52,963	3,264	6.2	884	27.1	5,542	1,429	25.8
Asian/Pacific Islander	14,955	5,133	34.3	3,474	67.7	13,177	8,306	63.0
Hispanic	137,190	15,185	11.1	6,721	44.3	25,451	8,743	34.4
Native American	1,047	144	13.8	67	46.5	280	124	44.3
White	209,683	35,251	16.8	20,526	58.2	68,009	37,004	54.4
Female	216,003	34,196	15.8	17,718	51.8	62,185	29,140	46.9
Male	199,835	24,854	12.4	14,003	56.3	50,423	26,557	52.7
State	415,838	59,050	14.2	31,721	53.7	112,608	55,697	49.5

Source. College Entrance Examination Board and Texas Education Agency.

Figure 2
Advanced Placement (AP) Examination Participation, Grades 11-12, by Ethnicity, Texas Public Schools, 1994-95 Through 2000-01



Source. College Entrance Examination Board and Texas Education Agency.

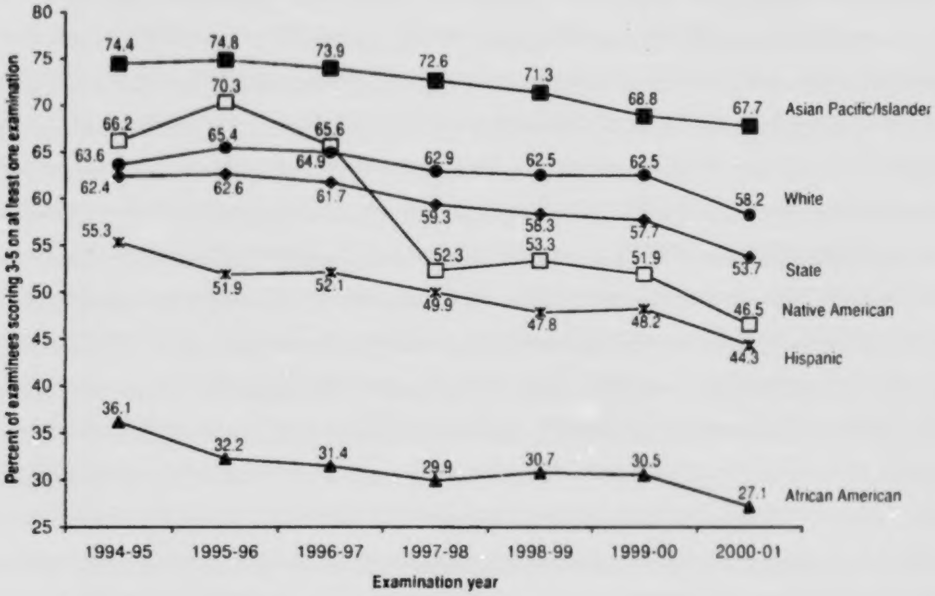
Note. Grade level, gender, and ethnicity were obtained from the Public Education Information Management System as available and from Advanced Placement files otherwise.

Texas public school Asian/Pacific Islanders had the highest IB examination participation rate in 2001 on a percentage basis (1.2%) among all ethnic groups (see Table A-7 in Appendix A). Asian/Pacific Islander examinees (185) also continued to exceed in number African American (55) and Hispanic (96) IB examinees.

Due to the small number of Texas schools with IB participants (15 schools), the combined AP and IB participation rates by student group were virtually identical to those for AP participation alone (see Table A-9 in Appendix A). The persistence of lower participation rates among African Americans, Hispanics, and Native Americans calls for continued attention to the preparation of minority students for and access to AP and IB examinations in Texas.

Performance trends. Across time, the performance of all groups of Texas public school students, by both examinee and examination, has been on a downward slope (see Figure 3 on page 18). This same trend is seen when AP and IB results are combined (see Table A-9 in Appendix A).

Figure 3
Advanced Placement (AP) Examinee Performance, Grades 11-12, by Ethnicity, Texas Public Schools, 1994-95 Through 2000-01



Source. College Entrance Examination Board and Texas Education Agency.

Compared to 2000 results, the percentage of Grade 11-12 Texas public school AP examinees with scores in the 3-5 range dipped slightly in 2001 for Asian/Pacific Islanders, while the performance of other ethnic groups showed a larger decline (see Table 2 on page 16 and also Table A-6 in Appendix A). Among AP examinees, over two-thirds of Asian/Pacific Islanders received scores in the 3-5 range, followed by under two-thirds of Whites, almost half of Native Americans and Hispanics, and over one-quarter of African Americans.

A similar performance pattern is seen when AP examination scores are analyzed by ethnicity. The percentage of examinations with scores in the 3-5 range declined moderately in 2001 from the prior year for all ethnic groups (see Table 2 on page 16 and also Table A-6 in Appendix A).

IB examinee performance also declined in 2001. The percentage of Texas public school IB examinees earning scores in the 4-7 range declined for all ethnic groups except Whites (see Table A-7 in Appendix A). The percentage of Whites scoring 4 or above remained at 86.3 percent, as in 2000. Asian/Pacific Islanders still had the highest percentage of examinees scoring in the 4-7 range (92.4%), followed by Whites (86.3%), African Americans (76.4%), and Hispanics (71.9%).

A different pattern is seen, however, when IB examination performances are analyzed by ethnic group. The percentage of examinations with scores in the 4-7 range increased for all groups, especially African Americans (see Table A-7 in Appendix A). The percentage of examinations with scores of 4-7 for African Americans increased from 65.7 in 2000 to 74.8 to 2001. The upward trend of examinations with high scores and the downward trend of examinees with high scores suggest that, although fewer examinees received high scores, examinees who performed well tended to take a greater number of examinations than the year before. Consequently, the percentage of high-score examinations was up.

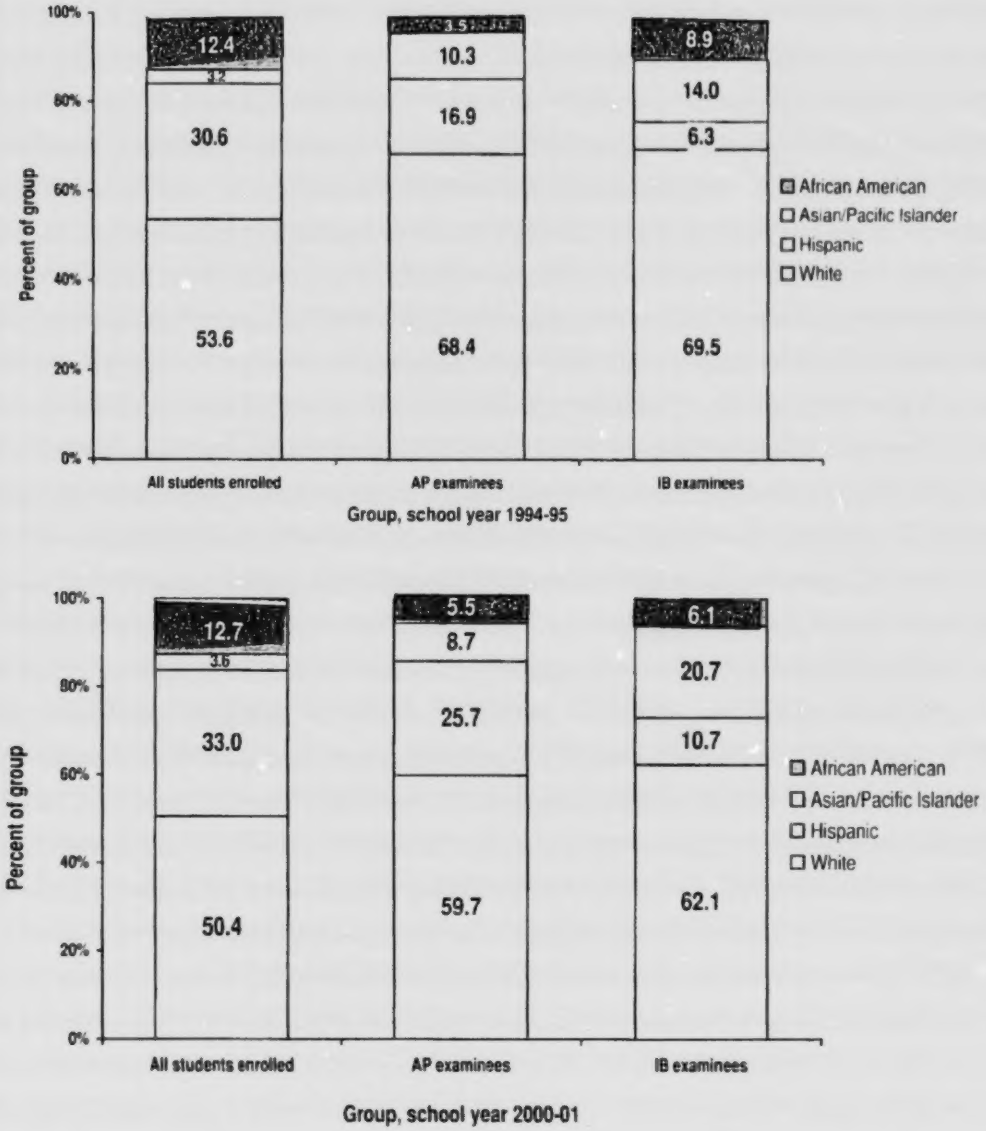
Group representation. Among AP and IB examinees in 2001, Hispanic and African American students remained underrepresented, compared to their percentages of enrollment in Texas schools. A comparison of the numbers of Grade 11-12 students in the Texas public schools and the numbers of AP examinees reveals Hispanics outnumbered Asian/Pacific Islanders by more than nine to one, yet there were fewer than three times as many Hispanic as Asian/Pacific Islander AP examinees in 2001. Likewise, despite an over three to one ratio of African Americans to Asian/Pacific Islanders, over one and one half times as many Asian/Pacific Islanders as African Americans took an AP examination that year (see Table A-6 in Appendix A).

Despite persistent underrepresentation among some ethnic groups, encouraging trends are evident. Hispanics increased as a percentage of all Texas public school AP examinees from 16.9 percent in 1995 to 25.7 percent in 2001, and the percentage of AP examinees represented by African Americans rose from 3.5 percent to 5.5 percent (see Figure 4 on page 20). A similarly positive trend in Hispanic representation among IB examinees is evident: while Whites continue to represent the largest percentage of test takers, at 62.1 percent, followed by Asian/Pacific Islanders at 20.7 percent, Hispanic representation jumped from 6.3 percent in 1995 to 13.6 percent in 2000, although it then dropped in 2001 to 10.7 percent. African American representation among IB examinees, however, has fallen off from 8.9 percent in 1995 to 6.1 percent in 2001.

An examination of specific AP subjects revealed some patterns in the underrepresentation of certain groups of Texas students. Across Grades 9-12, African American AP examinees remained most seriously underrepresented on subjects in advanced science and mathematics areas, such as Physics C: Electricity and Magnetism, Calculus BC, and Computer Science AB. Hispanics were underrepresented on all examination subjects, except for Spanish Literature and Spanish Language examinations (see Table A-16 in Appendix A).

In view of the persistently low representation and performance on AP examinations of African American and Hispanic students, it seems that policy makers, school counselors, and teachers face two challenges. Schools need to ensure that all able and motivated students, especially minority students, have ready access to the advanced science and mathematics courses and examinations. At the same time, schools need to better prepare minority students through Pre-AP courses so that they have the knowledge and skills required to take full advantage of participating in the more rigorous and challenging AP courses.

Figure 4
Student Enrollment and Examinee Profiles, Grades 11-12, Texas Public Schools, 1994-95 and 2000-01



Source. College Entrance Examination Board, International Baccalaureate Organisation (IBO), and Texas Education Agency (TEA).

Note: Final International Baccalaureate (IB) results data for 2001 obtained from IBO in August 2001. Grade level and ethnicity from TEA Public Education Information Management System as available and from AP files otherwise. Thus, the sums of percentages by ethnic group may not total 100.0 percent. In both 1994-95 and 2000-01, Native American students represented fewer than five IB examinees, and Native American participation in Advanced Placement (AP) represented less than 1.0 percent of total AP examinees

As Table 3 shows, compared to the nation, public and non-public Texas schools combined had more than twice the percentage of Hispanic AP examinees in 2001 (27.2% versus 10.5%) and the same percentage of African American examinees (4.9%). These higher proportions of historically lower-scoring, under-prepared groups of examinees in Texas may contribute to the state's lower percentages of high AP examination scores overall compared to the nation (see Table 1 on page 12). The result is not unexpected, however, given the state legislative priority of increasing student access to advanced academic opportunities while in high school.

Table 3
Advanced Placement (AP) Examinees, by Grade Level, Gender, and Ethnicity, for Texas and the Nation, 2000-01

	Number of examinees		Percent of total examinees		Difference in percent of total examinees from 1999-00 to 2000-01	
Examinee group	Texas	U.S.	Texas	U.S.	Texas	U.S.
9th/10th grade	4,748	74,601	6.8	9.1	0.6	0.5
11th grade	32,621	318,767	46.9	38.8	-0.3	0.3
12th grade	30,310	407,572	43.6	49.7	-0.6	-0.9
11th/12th grade	62,931	726,339	90.5	88.5	-0.9	-0.6
Female	39,974	457,087	57.5	55.7	0.1	0.2
Male	29,595	363,793	42.5	44.3	-0.1	-0.2
African American	3,421	40,078	4.9	4.9	-0.2	0.1
Asian/Pacific Islander	6,013	92,762	8.6	11.3	-0.1	-0.2
Hispanic	18,890	86,018	27.2	10.5	1.3	0.5
Native American	287	3,472	0.4	0.4	-0.1	-0.1
White	37,835	549,065	54.4	66.9	-1.2	-0.6
Other ethnicity	1,772	27,900	2.5	3.4	-0.1	0.0
Not stated	1,351	21,585	1.9	2.6	0.2	0.3
Total	69,569	820,880	100	100		

Source. College Entrance Examination Board and Educational Testing Service (2000b, 2001).
Note. Statistics for examinees who were not in Grades 9-12 are excluded from the grade-level groups above. Data are based on all (both public and non-public school) examinees.

Examinee Profiles By Gender

Participation patterns. Over the past seven years, the percentage of female students taking AP examinations in Grades 11-12 of the Texas public schools increased more rapidly (from 7.5% in 1995 to 15.8% in 2001) than the percentage of male students (from 6.1% to 12.4%). As a result, the gap between the participation rates of the two genders has been widening, from 1.4 percent in 1995 to 3.4 percent in 2001 (see Table A-6 in Appendix A).

Similar to AP participation trends, the percentage of female IB examinees in Grades 11-12 of the Texas public schools increased slightly more rapidly over the same time period than the percentage of male examinees (see Table A-7 in Appendix A). Nonetheless, the participation gap between the two genders narrowed slightly between 2000 and 2001.

Performance trends. During the past seven years, a higher percentage of male than female AP examinees consistently earned examination scores in the 3-5 range (see Table A-6 in Appendix A). The trend during 1995 to 2001 was marked, however, by a steady decline in high scores received by students of both genders. The percentages of female and male AP examinees with scores in the 3-5 range fell from 60.5% in 1995 to 51.8% in 2001 and from 64.9% in 1995 to 56.3% in 2001, respectively.

Group representation. As Table 3 illustrates, the proportion of female AP examinees increased at a slightly faster rate nationally (55.7 % in 2001 compared to 55.5% in 2000) than in Texas (57.5% in 2001 compared to 57.4% in 2000). These percentages are higher than female representation in the Grade 11-12 student population in 2001, which was only 51.9 percent (computed from Table A-6 in Appendix A). Similarly, females outnumbered males by a 5 to 4 ratio among Texas public school IB examinees (see Table A-7 in Appendix A).

The continued overall underrepresentation of males on most AP examinations deserves closer examination. An analysis of student participation by AP subject identified some historical patterns between the two genders. Males were overrepresented in predominately advanced science and mathematics examination subjects, such as Computer Science AB, Physics C: Electricity and Magnetism, Physics C: Mechanics, Computer Science A, Physics B, and Calculus BC (see Table A-16 in Appendix A). Otherwise, females outnumbered males most significantly on examinations in the areas of history, language, and literature, such as Art History, Spanish Literature, Spanish Language, English Literature and Composition, and English Language and Composition.

To ensure that all students, regardless of their gender, benefit from participating in a wide range of advanced courses and examinations, schools should make special effort in encouraging and providing opportunities for female students to enroll in advanced science and mathematics courses and examinations. Male students who are interested in subject areas such as history, language, and literature should also be strongly encouraged to take advantage of participating in the advanced academic courses and examinations in these subjects.

AP and IB Examination Results by District

Of the 1,068 Texas public school districts and charter schools with Grade 11-12 enrollment in 2000-01, 681 had students who took at least one AP examination, and 13 of the 681 also had students who took at least one IB examinations. Of 584 districts with five or more AP examinees, 193 districts had fewer than five examinees or examinations earning scores of 3, 4, or 5. The 2001 Texas AP examination results for each district with 11th and 12th graders are listed in Table B-1 in Appendix B, and the 2001 results for the 13 districts with IB examinees are listed in Table B-2. Examination results for the districts with both AP and IB examinees in 2001 appear in Table B-3.

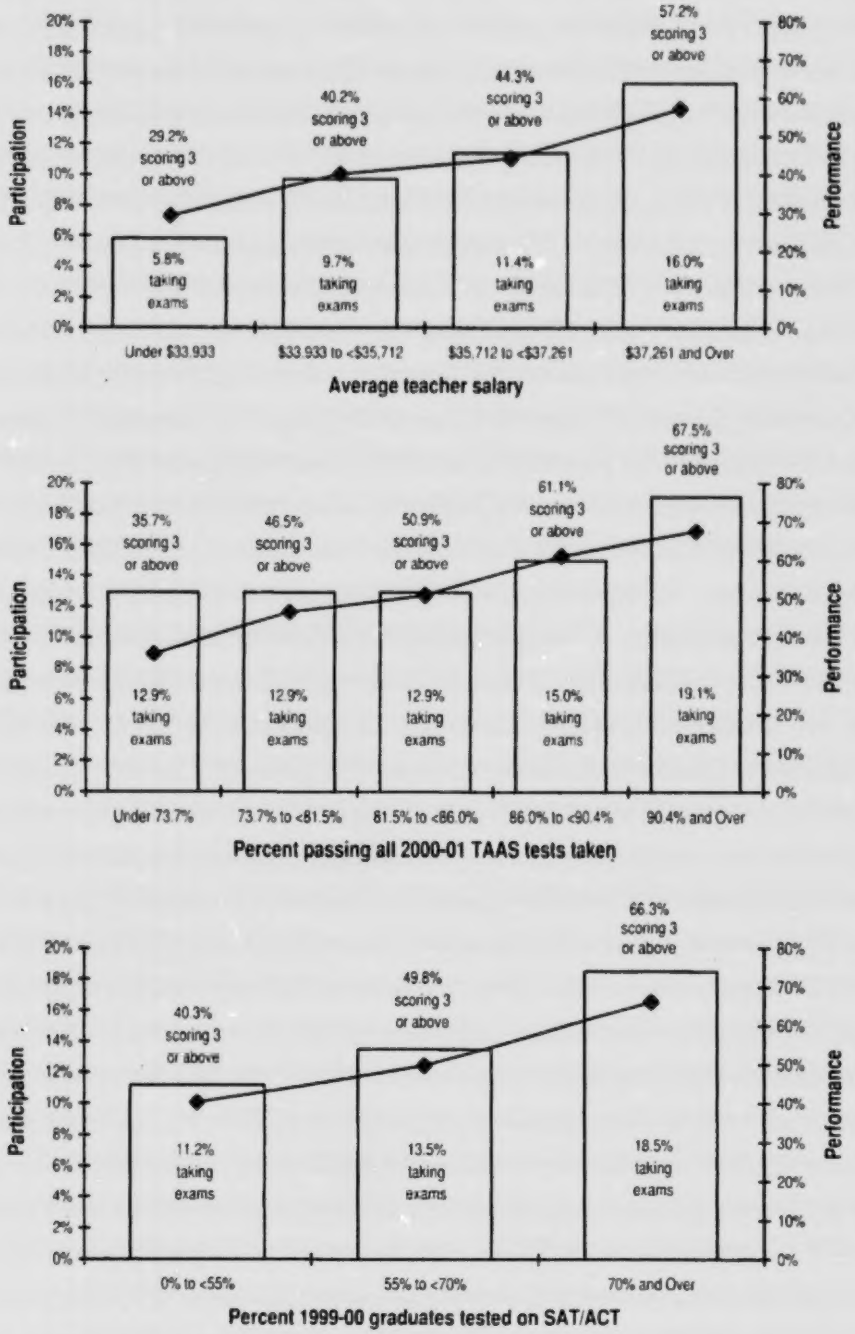
Characteristics of districts participating in AP and IB examinations. The majority of public school districts participating in the 2001 AP examinations shared a number of characteristics with the 13 districts participating in both the AP and IB examinations that year. These district-level characteristics include: student enrollments of 500 or more, average teacher salaries of at least $33,933, average teacher experience of at least 10 years, at least 11.2 percent of teachers with advanced degrees, and at least some percentage of examinees with SAT or ACT scores meeting the criterion (see Table C-1 in Appendix C; see also the Glossary for definitions of each of the 25 district categories used in Appendix C tables).

In addition, all districts with enrollments of 5,000 or more students participated in the 2001 AP examination, and a majority of districts in 18 of Texas' 20 education service center (ESC) regions—Regions 1-14, and 17-20—participated. However, around 62 percent of rural districts did not participate (see Table C-1 in Appendix C; see also the Glossary for definitions of each of the 25 district categories used in Appendix C tables).

District characteristics associated with high AP participation and performance. Of 681 public school districts participating in 2001 AP examinations in Texas, those with the highest student participation (14% or more of the student population tested) clustered in eight ESC regions of the state: Regions 1-2, 9-11, 13, and 19-20. Five ESC regions had more than 50 percent of examinees scoring in the 3-5 range on at least one AP examination: Houston (Region 4), Huntsville (Region 6), Richardson (Region 10), Fort Worth (Region 11), and Austin (Region 13). The Houston ESC region had the highest percentage of high-scoring examinees (66.1 percent) in the state (see Table C-2 in Appendix C). Generally, higher AP examinee participation and performance were associated with higher levels of enrollment, average teacher salary, percentage of teachers with advanced degrees, percentage of students passing all tests taken in the Texas Assessment of Academic Skills, percentage of graduates taking the SAT I or ACT, and percentage of examinees with SAT or ACT scores meeting the criterion (see Figure 5 on page 24, and Table C-2 in Appendix C).

It is important to recognize that certain district characteristics may be linked in part to other district characteristics. For example, two characteristics noted above as being correlated with higher AP participation and performance—district size and average teacher salary—also are correlated with each other; large districts typically have higher teacher salaries. This interrelatedness of district factors, then, must be considered when drawing inferences about how individual districts might work to improve student participation and performance in the AP program. Simply stated, when school districts are looking for effective strategies to improve student participation and performance in the AP program, they need to consider all potential factors within their control rather than focus only on a single district characteristic.

Figure 5
Advanced Placement (AP) Participation and Performance, by District Characteristics, Texas Public Schools, 2000-01



Source. College Entrance Examination Board and Texas Education Agency.

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Summary

Overall, Texas student participation in the AP program shows robust growth over the past 15 years (1987-2001) in the number of schools and districts participating in the program, number of students tested, number of examinations taken, and number of AP, IB, and other advanced courses completed by public school students. AP performance results are mixed. In 2001, the highest number of examinees to date earned scores in the 3-5 range, but the decline in percentage of examinees earning high scores, which began in 1996, continued. As educators and students in schools with new or expanding AP programs gain more experience with AP courses and examinations, recovery in examination performance is expected.

While the number of Texas public schools and districts participating in the IB program remained virtually constant from 1995 to 2001, the numbers of examinees and examinations in 2001 did represent increases of about 109 percent and 130 percent, respectively. Similarly, the number of Texas IB scores in the 4-7 range showed a 153 percent increase from 1995 to 2001.

Considerations for Education Communities

Overview

The most important criterion in assessing the quality of Advanced Placement (AP) and International Baccalaureate (IB) programs is whether or not students are gaining advanced knowledge on specific subjects and learning college-level materials while they are still in high school. Scores from the examinations represent objective, external, standardized measurements of how well students are likely to perform in the same courses taken in college. The overall value of college-level learning opportunities offered through AP and IB programs depends on the quality and rigor of the advanced courses, and the effectiveness of the teaching. Ultimately, such higher-level learning should increase the number of Texas high school graduates who are academically prepared to meet the challenges of the college and university.

Findings from research and practice offer local education communities some keys to improving the accessibility of AP and IB courses and examinations and enhancing the quality of their AP and IB programs. Research evidence suggests the following five avenues in particular be considered carefully by students, teachers, policymakers, and other community members:

- student access to AP and IB courses and examinations within schools;
- student access to AP and IB courses and examinations statewide;
- rigor and quality of AP and IB courses;
- student performance in AP and IB courses and examinations; and
- AP and IB examination performance and success in college.

Student Access to AP and IB Courses and Examinations Within Schools

Recent studies are shedding more light on issues important to student access to AP and IB courses and to examinations within schools. School practices and procedures have strong effects on student access to courses, while resources appear to be the major influence on student access to examinations.

Access to Courses

High schools vary in degree and success with respect to using multiple approaches to identifying students who may be successful in AP courses. Promising strategies include the following:

- Educators can make maximize use of procedures such as teacher recommendations, student self-nominations and parent requests, previous coursework, grades in relevant courses, and achievement test scores to identify and place students in AP courses.

Recent Findings

Student Access to AP and IB Courses Within Schools

Although the College Board warns against using test scores or course grades as the sole indicator in selecting students to take AP courses (CEEB, 2001g), many motivated high school students are not participating in AP courses because most schools select their AP students based on grades alone and disregard students' motivation and interest in AP courses (Mathews, 2001). Mathews argued that all students should have ready access to AP courses, given the contributions of advanced academic courses to student success in college. For example, U.S. Education Department senior researcher, Clifford Adelman, studied a cohort of 8,700 students and found that the students most likely to finish college were not those who had the highest high school grades or test scores, but those who had taken the most difficult courses in high schools (Adelman,1999).

Statewide Student Access to AP and IB Courses

Recently, both policy makers and researchers have called for greater student access to AP and IB courses, especially for minority students. For example, U.S. Secretary of Education Richard Riley called for every high school in the U.S. to offer Advanced Placement or other advanced courses in core subjects within the next two years and a fuller range of AP courses within the next three to five years (Walker, 2000). Federal and state policymakers, including President Bush, are increasingly eager to pay for expansion of the AP program (Kladko, 2000).

The Texas Science and Technology Council also recommended that all Texas students have greater access to Advanced Placement coursework as an opportunity in high school to experience academic challenge. Because of the demand for an increase in content rigor of all mathematics and science courses, as well as the expansion of AP initiatives in Texas schools, the University of Texas at Austin has developed an Advanced Placement Master Teacher Institute for secondary school teachers (Walker, 2000).

Many studies have pointed to persistently low representation and performance on AP and IB examinations of African American and Hispanic students compared to other racial and ethnic minorities. This trend is creating some concern that these groups are being left behind academically. As such, increasing pressure on schools to raise academic achievement, particularly of minority students, has pushed the issue of student access to AP and IB courses and examinations to the center of discussion (Mathews, 2001). A recent report released by the National Research Council recommended that advanced courses be made more readily available for minority students and for youths in rural and poor urban areas (NRC, 2002).

Rigor and Quality of AP and IB Courses

The Council of Great City Schools and the College Board sponsored a study to examine Advanced Placement course-taking patterns and subject test results in the nation's urban schools. Results of the study indicated that students taking core academic courses or more AP courses continued to outperform on AP examinations those students with fewer or no AP courses (Council of Great City Schools and College Board, 2001).

Student Performance in AP and IB Courses and Examinations

Analysis of the relationships between demographic characteristics and examination performance also identified a continued correlation between household income and student performance on AP subject tests. AP examinees with higher household incomes tended to score higher on AP subjects tests than all other students (Council of Great City Schools and College Board, 2001).

AP and IB Examination Performance and Success in College

A new study (CEEB, 2001d) that compared students who have taken AP examinations with those who have not showed findings in common with prior studies (Morgan and Crone, 1993; Simms, 1982; Willingham and Morris, 1986): AP students perform better in higher-level college courses than non-AP students. Other studies concluded that students with AP examination scores of 3 or better were sufficiently prepared for upper-level college courses and that AP examinees tended to take more college coursework in the areas of their AP examinations than did those students who did not take AP examinations.

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- To identify other students who might benefit from and perform well in AP courses, Camara and Millsap (1998) recommend the additional approach of using PSAT/NMSQT scores. Educators also might use these scores as evidence of whether additional AP subjects or sections of the same AP course should be offered to meet the needs of their particular students.

An additional challenge for schools and districts that want to increase student access to AP and IB courses is to develop programs that will effectively prepare a broad range of middle and high school students for exposure to college-level academics. Such programs might include Pre-AP, Pre-IB, or other relevant prerequisite courses designed to prepare a large number and diversity of students to succeed in AP and IB courses. Some local education communities approach this challenge as follows:

- Forming AP Vertical Teams of educators across middle and high school grades and across content areas can help bring coherence to the advanced academic program.
- Careful review of district and school policies governing access to prerequisite as well as AP and IB courses may help educators ensure the opportunity for participation in such courses is open to all students.

Access to Examinations

As is the case for any examination not required of all students (e.g., SAT I, ACT), the extent of student participation in AP and IB examinations can be affected by any number of factors. One important factor is the fee charged per examination taken. Although the fees for examinations that provide students the potential to earn college credit are much less than the cost of taking college courses, the cost can be prohibitive for many. Local policymakers and practitioners can ensure students are aware of the following factors that make examination cost less of an issue for students with financial needs in Texas:

- College Board fee reductions for AP examinations;
- available funding in the Texas AP/IB Incentive Program;
- federal funding for the AP and IB programs; and
- other locally sponsored fee reductions and waivers (Hager, Antinone, Fleisher, and Vinson, 1997).

Statewide Student Access to AP and IB Courses and Examinations

The percentages of public and non-public school students participating in the AP and IB program in most states remain quite low (CEEB and ETS, 2001). Analysis of the state 2001 AP data revealed that, as these participation percentages increased, the percentages of examinations with scores in the 3-5 range also tended to increase. This suggests that there is still a great deal of untapped potential in student participation and performance among states, including Texas.

Although the number of Texas schools and districts that offer AP courses, examinations, or both has been growing rapidly over the past few years, there remain a large number of Texas public high schools and districts whose students take neither the courses nor the examinations. This could be due to a number of factors. For example, Texas public school data in 2001 continued to show small districts had lower AP examination participation rates than large districts. Also, the number of Texas schools and districts participating in the IB program has remained at a particularly low level due to the type of review process and the financial commitment required by the IBO for school and district participation.

Research evidence (CEEB, 2000; TEA, 2000a, 2000b) suggests education policymakers and practitioners give careful consideration to the following areas if they are concerned about student access to AP and IB courses and examinations across Texas:

- Although it may be more difficult for schools or districts with small numbers of students to offer AP, IB, or other advanced courses, small districts have a history of collaborating to meet the educational needs of students. This strategy has promise as a way to extend advanced course opportunities to students enrolled in small schools and districts.
- Also, solutions through technology, such as increased access to distance learning courses are becoming more of a reality (TEA, T-STAR Information and Training Center, 1998).
- Schools with no recent or previous AP or IB examination experience may be at a disadvantage compared to schools with prior experience. Educational communities and policymakers must allow schools with new programs ample time and support to establish their programs.
- Teacher training subsidies and grants for equipment through the Texas AP/IB Incentive Program can help support the establishment of AP and IB programs in a greater number of schools and districts, as well as expand and improve existing programs.

Rigor and Quality of AP and IB Courses

Studies focusing on examining the rigor and quality of AP courses yield competing conclusions. Lichten (2000) appears to recommend limiting student access to AP courses as a means for improving course quality and examination performance. This solution is too simplistic, according to Camara, Dorans, Morgan and Myford (2000). They argue that AP program quality is influenced by many factors, including such things as levels of content and teaching practices, all of which should be considered if a goal is to ensure the rigor and high quality of advanced academic courses.

Student examination performance is one check on the rigor and quality of AP and IB courses. If discrepancies between course grades assigned by teachers and scores obtained on AP and IB examinations are observed, they may point to a possible need for evaluation of the local curriculum and instruction. Education community members should consider the following as they work to increase the rigor and quality of advanced academic courses in the local schools:

- Careful analysis of student performance on various components of the AP and IB examinations may help identify areas needing improvement in the curriculum.
- Discrepancies in examination performance among students who differ in ethnicity, gender, previous examinations taken, or type of academic preparation should be examined so that supports such as study guides, review sessions, extra tutoring, relevant teacher training, and curriculum and instructional changes can be considered.

Student Performance in AP and IB Courses and Examinations

When considering ways to improve student performance in AP and IB courses and examinations, policymakers and practitioners might consider the following:

- On average, AP examinees who have taken the corresponding AP courses either outscore or perform about the same as those who have not taken the corresponding courses (TEA, 1995, 2000a, 2000b, 2001f). Thus, students who take AP examinations should be encouraged to first take the corresponding courses and should be well informed about the financial support available to help defray examination costs. In the case of IB examinations, IBO policy usually does not permit students to take IB examinations unless they have taken the corresponding courses.
- AP examinees who have had progressively rigorous academic preparation and experience with examinations such as the PSAT/NMSQT, SAT I, and ACT, may have some performance advantage over students who have not (CEEB, 2000). Therefore, all students, when they start their high school years, should be strongly encouraged to take courses that will allow them to master and use challenging academic content. They also should be encouraged to participate in other assessments that measure higher-level learning skills and knowledge.
- Schools and districts concerned about student performance in their AP or IB programs might pay special attention to professional development. Henderson, Winitzky, and Kauchak (1996) found that training teachers to effectively prepare students in AP courses for AP examinations can have a major influence on how well students perform on the examinations, and that effective teachers have more elaborated and organized knowledge structures of their subject matter than less effective teachers.

AP and IB Examination Performance and Success in College

Participation in AP and IB courses and examinations appears to be a means for students to achieve many critical longer-term goals. A number of recent studies confirm the positive relationship between examination performance and college success. For example, Morgan and Maneckshana (2000) reported that, except for three examinations—U.S. History, English Language, and English Literature—students are more likely to major in a subject area in which they were tested than were college students in general.

Block Scheduling and AP

Many high schools in Texas use a variety of methods known collectively as block scheduling to schedule classes. One of the most common approaches is to schedule four courses, each of which meets 80-90 minutes a day, for about 90 days (Kramer, 1996). Some educators maintain that students can fit more advanced courses into their schedules under this arrangement than under the traditional year-long schedule (Edwards, 1995). Other educators caution that this type of arrangement may expose students to advanced material only one semester out of the year, which can have negative consequences for examination performance. If an advanced course ends in December and AP and IB examinations are administered in May, students may not perform as well as they would have if they had finished the course more recently. If the advanced course is offered in the spring semester, students may not have finished the coursework by the time examinations are administered in May.

Studies by the College Board recommend careful consideration and evaluation of the effects of semester-long and year-long schedules on student course and examination performance (College Board, AP Program, 1996; CEEB, Office of Research and Development, 1998). In a 1997 College Board study of the four most popular AP examinations (Calculus AB, Biology, U.S. History, and English Literature), in only one of the four academic areas—U.S. history—did students on single semester schedules achieve higher AP scores if they took the course in the spring rather than fall semester (CEEB, Office of Research and Development, 1998). This result was apparently due to the positive effect of more recent instruction on May AP examination performance in this content area. AP performance did not differ between students on single-semester spring and fall schedules in any of the other three academic areas.

In the same 1997 College Board study, researchers found that students on yearlong traditional or extended-period schedules generally performed better on the four AP examinations than did students on single semester, or compressed, schedules (CEEB, Office of Research and Development, 1998). Furthermore, students enrolled in yearlong, extended period AP Calculus AB and Biology courses earned higher examination scores than students on yearlong, traditional schedules. No significant differences in student performance on the AP History and English Literature examinations were found between the two types of yearlong schedules. One possible explanation for these divergent results may lie in the fact that students primarily gain knowledge and skills in high-level mathematics and biology in one or two specific courses offered in secondary school, but they encounter multiple opportunities for learning English and history throughout Grades K-12.

In summary, the relationship between block scheduling and AP examination performance is quite complex due to interaction among potential factors, such as, timing of the course (spring semester vs. fall semester), length of the course (one semester vs. two semesters), and type of subject (Calculus/Biology vs. History/English Literature).

At the level of individual course performance, studies by Casserly (1986), Morgan and Crone (1993), and Morgan and Ramist (1998) have found AP examinees who received college credit for prerequisite courses based on AP scores performed the same or better than students who did not take AP examinations in college courses. A majority of college students who had taken AP examinations graduated from college within four years, and a majority earned better than a 3.0 GPA (Morgan and Maneckshana, 2000).

In an early study of AP examinees, Willingham and Morris (1986) found the following specific patterns:

- Students who earned scores of 3, 4, or 5 on AP examinations tended to do better in college than students who did not take AP examinations. Students with high AP examination scores were more likely to maintain a B average during their freshman years and were more likely to graduate with academic honors. They were more frequently cited as leaders and as most successful overall. Also, these students were accepted to doctoral programs following undergraduate work more often than the students who did not take AP examinations.
- Students who earned scores of 4 or 5 on their AP examinations tended to have higher scores on college admissions tests and to graduate in the top 10 percent of their high school class than students with lower AP examination performance. These students also were more likely to graduate from college with top honors than were students who scored 1 or 2 on AP examinations.
- AP examinees were more likely to take more college coursework in the subject areas in which they were tested. In fact, they were also two to five times more likely to major in a subject area in which they were tested than were college students who had not taken AP examinations. Thus, taking a particular AP subject examination may indicate a special interest in that academic area.

In view of the link between performing well on AP and IB examinations, taking advanced courses related to those examinations, and ultimate success in college, the opportunities for participating in advanced academic programs that offer more challenging and rigorous curricula should be provided to all able and motivated students while they are still in high school. It is also recommended that schools and policymakers continue allocating significant resources to either establish new AP or IB programs or enhance the quality of existing advanced academic programs. A strong foundation of academic training in high school undoubtedly improves the odds for ultimate success in college.

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Appendix A
Advanced Placement (AP) and International Baccalaureate (IB) Summary Tables, 2000-01

Table A-1
Description of Scores in Advanced Placement (AP) and International Baccalaureate (IB) Examination Grading Scales

AP examinations		IB examinations			
		Subject examinations		Theory of Knowledge examination and Extended Essay examinations	
Score	Description	Score	Description	Score	Description
5	Extremely well qualified	7	Excellent	A	Excellent
4	Well qualified	6	Very good	B	Good
3	Qualified	5	Good	C	Satisfactory
2	Possibly qualified	4	Satisfactory	D	Mediocre
1	No recommendation	3	Mediocre	E	Elementary
		2	Poor	F	No grade
		1	Very poor		

Source. College Entrance Examination Board and Educational Testing Service (1994a); International Baccalaureate Organisation (1997).

48

Table A-2
Advanced Placement (AP) Examinations, Texas Public School Courses, and Minimum Recommended College Credit Hours, 2000-01

AP examination	AP course number	Course in Public Education Information Management System	Minimum recommended college credit hours
Art and Music			
Art History	A3500100	History of Art	6
Studio Art – Drawing	A3500300	Studio Art – Drawing	6
Studio Art – General	A3500200	Studio Art – General	NA
Music Theory	A3150200	Music Theory	6
English			
English Language and Composition	A3220100	English Language and Composition	6
English Literature and Composition	A3220200	English Literature and Composition	6
Languages			
French Language	A3410100	French Language	6-8
French Literature	A3410200	French Literature	6-12
German Language	A3420100	German Language	6-8
Latin Literature	A3430200	Latin (Catullus-Horace)	6-8
Latin – Vergil	A3430100	Latin (Vergil)	6-8
Spanish Language	A3440100	Spanish Language	6-8
Spanish Literature	A3440200	Spanish Literature	6-12
Math/Computer Science			
Calculus AB	A3100101	Calculus AB	3-4
Calculus BC	A3100102	Calculus BC	6-8
Computer Science A	A3580100	Computer Science I[a]	3-4
Computer Science AB	A3580200	Computer Science II	6-8
Statistics	A3100200	Statistics[a]	3
Science			
Biology	A3010200	General Biology	8
Chemistry	A3040000	Chemistry	8
Physics B	A3050001	Physics B	6-8
Physics C – Electricity and Magnetism	A3050002	Physics C[a]	4
Physics C – Mechanics	A3050002	Physics C[a]	4
Environmental Science	A3020000	Environmental Science[a]	4
Social Science/History			
Government and Politics: Comparative	A3330200	Comparative Government and Politics[a]	3
Government and Politics: United States	A3330100	American Government and Politics	3
History – European	A3340200	European History	6
History – United States	A3340100	United States History	6
Human Geography	N/A[b]	N/A[b]	N/A[b]
Macroeconomics	A3310200	Macroeconomics[a]	3
Microeconomics	A3310100	Microeconomics[a]	3
Psychology	A3350100	Psychology[a]	3

Source. College Entrance Examination Board (2001c); Texas Education Agency.

[a]Half-year courses. [b]Not available.

Table A-3
Advanced Placement (AP)/International Baccalaureate (IB) Incentives, Texas Public Schools, Through the 2001-2002 Biennium

Incentive target	Incentive description	Funded in 1994-1995 biennium	Funded in 2001-2002 biennium
School			
	A one-time $3,000 equipment grant for providing a college-level AP or IB course to be paid to a school based on need as determined by the commissioner.	No	Yes Up to 250 projects received awards based on highest scores on application criteria in school year 2000-01; up to 400 projects received awards in 2001-02.[a]
	$100 for each student who scores a three or better on a college-level AP examination or four or better on an IB examination.	No	Yes Actual award amount will be dependent on both the number of students tested and the number who receive the indicated scores.[b]
Teacher			
	Subsidized teacher training, not to exceed $450 for each teacher, for a college-level AP or IB course.	Yes	Yes
	A one-time award of $250 for teaching a college-level AP or IB course for the first time.	No	No
	A share of the teacher bonus pool, which shall be distributed by the teacher's school in shares proportional to the number of courses taught. Fifty dollars may be deposited in the teacher bonus pool for each student enrolled in the school who scores a three or better on an AP examination or four or better on an IB examination.	No	No
Student			
	A student receiving a score of three or better on an AP examination or four or better on an IB examination may receive reimbursement, not to exceed $65, for the testing fee.	No	No
	The Texas Education Agency (TEA) may pay for all AP and IB examinations taken by students who take an AP/IB course (as designated in the Public Education Information Management System) in the subject of the test.	No	Yes The TEA assumes $30 of the cost of each examination taken by eligible students. Thus, in 2001, no student paid more than $47 per AP examination or $20 per IB examination; in 2002, no student will pay more than $48 per AP examination or $22 per IB examination.[c]
	Students in financial need will receive further federal and state fee reductions.	Yes	Yes Students meeting financial need eligibility criteria outlined by the College Board and IB North America pay no more than $5 per AP or IB examination. Campuses waive the administrative fee for AP examinations.[c]

Source. General Appropriations Act, 77th Leg.; General Appropriations Act, 76th Leg; Texas Administrative Code (1999), Title 19 §74.29; Texas Education Code (2001); TEA (2001c, 2001d, 2001e).

[a] Districts are notified of AP/IB equipment grant award decisions are posted on the Division of Advanced Academic Services web page at www.tea.state.tx.us/gted/. [b] This condition was set forth in a November 2001 notification letter to Texas administrators (TEA, 2001e). All such letters sent by regular mail are posted as well to the TEA Correspondence web page at www.tea.state.tx.us/taa/. [c] Actual costs of AP and IB examinations change periodically, thus changing the amounts paid by TEA and by students (TEA 2001c, 2001d).

Table A-4
Advanced Placement (AP) Examination Results, Grades 11-12, by State and for the Nation, 2000-01

	AP Schools		Enrollment		Examinees		Examinations	
State	Number	Percent of all schools	Number	Percent taking >=1 AP exam	Number	Percent change, 2000-2001	Number	Percent scoring 3-5
Alabama	187	35.4	96,412	5.9	5,728	1.5	8,779	58.6
Alaska	35	11.3	18,243	9.1	1,665	1.0	2,783	63.8
Arizona	139	39.4	110,602	7.7	8,480	13.0	14,049	61.2
Arkansas	122	32.5	60,730	6.8	4,142	10.0	6,648	50.0
California	1,196	74.3	819,652	17.9	146,922	11.8	259,901	60.3
Colorado	190	48.6	97,108	13.4	12,974	9.1	20,426	63.6
Connecticut	204	84.6	80,613	17.2	13,832	11.5	23,356	71.9
Delaware	41	62.1	17,510	13.6	2,387	12.8	4,130	67.2
District of Columbia	33	70.2	6,668	33.2	2,211	5.4	4,256	68.7
Florida	465	54.5	290,917	17.3	50,430	11.5	88,348	55.4
Georgia	359	65.0	168,607	13.5	22,737	11.1	37,092	56.2
Hawaii	58	74.4	28,649	11.5	3,292	1.3	5,514	65.2
Idaho	74	48.7	36,735	6.9	2,531	18.7	3,740	62.7
Illinois	464	54.1	292,120	11.2	32,690	9.2	56,503	70.8
Indiana	316	59.4	138,521	7.7	10,704	4.0	16,352	53.1
Iowa	156	36.6	79,820	5.1	4,069	5.9	5,995	67.3
Kansas	99	24.6	69,777	5.3	3,666	5.6	5,204	67.1
Kentucky	217	65.0	87,951	9.1	8,028	6.0	12,853	50.0
Louisiana	129	27.0	98,202	3.7	3,672	6.2	5,531	64.0
Maine	119	65.0	31,756	12.1	3,830	17.9	5,466	63.6
Maryland	257	78.4	119,796	18.3	21,923	11.4	37,368	68.9
Massachusetts	356	87.5	138,195	16.8	23,234	9.1	38,790	71.2
Michigan	505	57.2	233,518	9.9	23,079	7.8	36,335	64.2
Minnesota	231	47.7	144,178	10.3	14,839	14.0	23,015	57.7
Mississippi	121	36.1	60,398	4.8	2,918	7.5	4,121	42.9
Missouri	223	34.0	131,407	5.4	7,034	12.1	11,757	69.0
Montana	73	34.6	24,190	7.0	1,688	5.8	2,368	65.2
Nebraska	66	18.6	46,301	3.9	1,786	5.4	2,545	62.6
Nevada	48	45.7	41,152	8.2	3,369	9.0	6,056	57.3
New Hampshire	87	70.7	31,498	11.1	3,506	3.4	5,205	68.3

Source. College Entrance Examination Board and Educational Testing Service (2001).

Note. Data include both public and non-public school examinees and enrollees.

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Table A-4 (continued)
Advanced Placement (AP) Examination Results, Grades 11-12, by State and for the Nation, 2000-01

	AP Schools		Enrollment		Examinees		Examinations	
State	Number	Percent of all schools	Number	Percent taking >=1 AP exam	Number	Percent change, 2000-2001	Number	Percent scoring 3-5
New Jersey	427	87.3	170,418	15.8	26,930	7.7	47,031	69.8
New Mexico	81	47.6	42,320	9.4	3,996	21.0	6,216	47.5
New York	986	77.8	375,257	21.0	78,856	5.7	131,436	63.2
North Carolina	384	66.4	149,860	16.0	24,044	9.9	41,880	56.4
North Dakota	17	8.7	18,936	4.1	773	11.9	1,093	67.5
Ohio	576	64.0	306,795	8.3	25,335	8.9	39,558	64.7
Oklahoma	258	49.3	83,968	9.1	7,619	17.7	12,037	52.4
Oregon	154	49.5	81,670	7.1	5,784	14.9	8,326	65.2
Pennsylvania	592	62.4	282.660	10.1	28,581	6.1	45,924	66.5
Rhode Island	43	63.2	21,919	10.7	2,349	4.8	3,699	63.7
South Carolina	227	70.7	80,636	13.0	10,470	1.7	16,888	56.8
South Dakota	46	23.6	20,547	6.9	1,410	7.3	2,102	54.7
Tennessee	237	55.6	111,539	8.9	9,883	4.4	15,710	65.0
Texas	1,063	65.3	484,228	14.4	69,569	15.2	125,785	51.0
Utah	98	74.8	72,525	16.9	12,269	0.7	20,044	66.1
Vermont	71	71.7	17,732	10.7	1,903	9.3	2,809	69.3
Virginia	354	72.7	149,879	21.1	31,598	8.9	56,144	61.2
Washington	259	61.1	152,931	8.8	13,399	16.5	20,352	64.7
West Virginia	98	56.6	41,748	6.0	2,504	5.3	3,784	52.1
Wisconsin	395	67.4	143,499	10.8	15,504	9.2	23,729	66.2
Wyoming	24	29.6	14,558	5.1	738	39.8	1,111	55.2
Nation	12,960	57.2	6,424,851	12.8	820,880	9.8	1,380,146	61.3

Source. College Entrance Examination Board and Educational Testing Service (2001).

Note. Data include both public and non-public school examinees and enrollees.

Table A-5
Advanced Placement (AP) Examination Score Statistics, by Subject, Texas and the Nation, 2000-01

	Examinations				Scores			
	Number		Percent of all examinations		Percent scoring in 3-5 range		Mean score	
Examination	Texas	U.S.	Texas	U.S.	Texas	U.S.	Texas	U.S.
English Language and Composition	26,988	133,215	21.5	9.7	47.6	58.3	2.57	2.84
English Literature and Composition	17,302	197,262	13.8	14.3	53.6	63.1	2.74	2.96
History: U.S.	16,084	204,840	12.8	14.8	35.0	50.9	2.33	2.75
Calculus AB	9,977	142,944	7.9	10.4	50.8	63.6	2.61	2.99
Spanish Language	9,447	69,938	7.5	5.1	80.1	78.0	3.69	3.57
Government and Politics: U.S.	8,009	77,212	6.4	5.6	44.1	57.9	2.43	2.79
Economics: Macroeconomics	5,139	27,280	4.1	2.0	45.4	55.7	2.59	2.90
Biology	5,068	90,479	4.0	6.6	40.3	58.5	2.40	2.96
Chemistry	3,493	53,712	2.8	3.9	46.3	57.4	2.48	2.81
Calculus BC	2,815	37,557	2.2	2.7	73.8	79.0	3.40	3.62
Statistics	2,720	41,034	2.2	3.0	55.0	59.8	2.71	2.85
Psychology	2,338	42,199	1.9	3.1	50.9	65.3	2.67	3.07
Computer Science A	2,110	15,255	1.7	1.1	56.6	60.3	2.75	2.90
Physics B	1,848	32,862	1.5	2.4	45.9	58.7	2.41	2.75
History: European	1,790	64,795	1.4	4.7	68.0	66.6	2.98	2.93
Economics: Microeconomics	1,598	17,934	1.3	1.3	39.3	63.0	2.31	3.03
Physics C: Mechanics	1,204	17,165	1.0	1.2	67.3	72.0	3.17	3.31
Spanish Literature	1,174	9,608	0.9	0.7	66.7	74.5	2.93	3.12
Studio Art: General	919	9,433	0.7	0.7	62.8	59.3	3.11	3.01
Environmental Science	743	18,634	0.6	1.4	40.2	55.0	2.23	2.70
French Language	728	15,155	0.6	1.1	40.0	55.2	2.25	2.69
Art History	700	10,748	0.6	0.8	71.1	71.0	3.10	3.10
Computer Science AB	681	7,403	0.5	0.5	74.2	74.9	3.39	3.41
Studio Art: Drawing	670	5,526	0.5	0.4	76.7	75.0	3.37	3.31
Physics C: Electricity and Magnetism	650	8,195	0.5	0.6	64.5	66.5	3.22	3.32
Music Theory	425	6,038	0.3	0.4	68.5	73.3	3.16	3.29
Human Geography	293	3,199	0.2	0.2	57.3	62.1	2.77	2.93
German Language	241	3,749	0.2	0.3	49.4	59.7	2.68	2.98
Government and Politics: Comparative	221	9,037	0.2	0.7	56.6	61.3	2.80	2.82
Latin: Vergil	188	3,764	0.1	0.3	55.3	63.9	2.78	3.03
Latin Literature	140	2,414	0.1	0.2	40.0	62.8	2.30	2.94
French Literature	78	1,527	0.1	0.1	38.5	70.7	2.23	3.33
International English Language	–	33	–	0.0	–	97.0	–	4.06

Source. College Entrance Examination Board and Educational Testing Service (2001).

Note. Data are based on public and non-public examinees. Statistics based on fewer than five examinees are masked (–).

Table A-6
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1994-95								
African American	43,811	848	1.9	306	36.1	1,181	423	35.8
Asian/Pacific Islander	11,189	2,465	22.0	1,835	74.4	5,215	3,671	70.4
Hispanic	107,843	4,055	3.8	2,241	55.3	5,783	2,799	48.4
Native American	792	71	9.0	47	66.2	119	74	62.2
White	188,952	16,391	8.7	10,432	63.6	27,289	16,788	61.5
Female	182,228	13,611	7.5	8,234	60.5	21,354	12,371	57.9
Male	170,359	10,369	6.1	6,731	64.9	18,505	11,560	62.5
State	352,587	23,980	6.8	14,965	62.4	39,859	23,931	60.0
1995-96								
African American	45,849	1,180	2.6	380	32.2	1,683	527	31.3
Asian/Pacific Islander	11,553	2,693	23.3	2,014	74.8	5,794	4,098	70.7
Hispanic	110,328	4,853	4.4	2,521	51.9	6,784	3,163	46.6
Native American	821	64	7.8	45	70.3	116	73	62.9
White	190,785	18,415	9.7	12,050	65.4	30,576	19,374	63.4
Female	186,647	15,582	8.3	9,604	61.6	24,412	14,495	59.4
Male	172,689	11,831	6.9	7,550	63.8	20,908	12,977	62.1
State	359,336	27,413	7.6	17,154	62.6	45,320	27,472	60.6
1996-97								
African American	49,021	1,568	3.2	493	31.4	2,277	684	30.0
Asian/Pacific Islander	12,118	3,064	25.3	2,263	73.9	6,633	4,591	69.2
Hispanic	117,575	6,172	5.2	3,217	52.1	8,934	4,046	45.3
Native American	831	64	7.7	42	65.6	98	58	59.2
White	197,740	21,122	10.7	13,711	64.9	36,024	22,331	62.0
Female	195,693	18,410	9.4	11,129	60.5	29,549	16,872	57.1
Male	181,592	13,661	7.5	8,643	63.3	24,521	14,892	60.7
State	377,285	32,071	8.5	19,772	61.7	54,070	31,764	58.7

Source. College Entrance Examination Board and Texas Education Agency.

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Table A-6 (continued)
Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1997-98								
African American	51,136	1,848	3.6	552	29.9	2,747	807	29.4
Asian/Pacific Islander	12,834	3,458	26.9	2,512	72.6	8,148	5,636	69.2
Hispanic	124,351	8,073	6.5	4,027	49.9	12,188	5,196	42.6
Native American	918	88	9.6	46	52.3	159	85	53.5
White	204,700	24,206	11.8	15,214	62.9	42,644	25,750	60.4
Female	204,395	21,659	10.6	12,561	58.0	36,030	19,664	54.6
Male	189,544	16,084	8.5	9,826	61.1	29,955	17,853	59.6
State	393,939	37,743	9.6	22,387	59.3	65,985	37,517	56.9
1998-99								
African American	51,253	2,164	4.2	665	30.7	3,503	994	28.4
Asian/Pacific Islander	14,214	3,889	27.4	2,773	71.3	9,239	6,255	67.7
Hispanic	129,512	10,238	7.9	4,898	47.8	16,199	6,302	38.9
Native American	1,475	105	7.1	56	53.3	190	106	55.8
White	207,815	27,696	13.3	17,314	62.5	49,951	29,868	59.8
Female	209,762	25,356	12.1	14,410	56.8	43,236	22,723	52.6
Male	194,507	18,830	9.7	11,352	60.3	35,991	20,885	58.0
State	404,269	44,186	10.9	25,762	58.3	79,227	43,608	55.0
1999-00								
African American	52,069	2,852	5.5	870	30.5	4,592	1,302	28.4
Asian/Pacific Islander	14,376	4,497	31.3	3,094	68.8	11,312	7,313	64.7
Hispanic	133,844	12,881	9.6	6,213	48.2	20,934	8,055	38.5
Native American	979	131	13.4	68	51.9	234	119	50.9
White	209,040	31,242	14.9	19,512	62.5	59,002	34,577	58.6
Female	213,139	29,859	14.0	16,830	56.4	52,755	26,963	51.1
Male	197,169	21,811	11.1	12,970	59.5	43,428	24,466	56.3
State	410,308	51,670	12.6	29,300	57.7	96,183	51,429	53.5

Source. College Entrance Examination Board and Texas Education Agency.

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Table A-6 (continued)

Advanced Placement (AP) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01

		Examinees		Examinees scoring 3-5 on examinations			Examinations with scores of 3-5	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
2000-01								
African American	52,963	3,264	6.2	884	27.1	5,542	1,429	25.8
Asian/Pacific Islander	14,955	5,133	34.3	3,474	67.7	13,177	8,306	63.0
Hispanic	137,190	15,185	11.1	6,721	44.3	25,451	8,743	34.4
Native American	1,047	144	13.8	67	46.5	280	124	44.3
White	209,683	35,251	16.8	20,526	58.2	68,009	37,004	54.4
Female	216,003	34,196	15.8	17,718	51.8	62,185	29,140	46.9
Male	199,835	24,854	12.4	14,003	56.3	50,423	26,557	52.7
State	415,838	59,050	14.2	31,721	53.7	112,608	55,697	49.5

Source. College Entrance Examination Board and Texas Education Agency.

Table A-7
International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01

		Examinees		Examinees scoring 4-7 on examinations			Examinations with scores of 4-7	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1994-95								
African American	43,811	38	0.09	13	34.2	56	22	39.3
Asian/Pacific Islander	11,189	60	0.54	55	91.7	165	134	81.2
Hispanic	107,843	27	0.03	18	66.7	48	30	62.5
Native American	792	<5	–	–	–	–	–	–
White	188,952	298	0.16	253	84.9	634	489	77.1
Female	182,228	242	0.13	197	81.4	508	385	75.8
Male	170,359	181	0.11	142	78.5	395	290	73.4
State	352,587	429	0.12	343	80.0	910	680	74.7
1995-96								
African American	45,849	33	0.07	7	21.2	44	13	29.6
Asian/Pacific Islander	11,553	53	0.46	52	98.1	137	115	83.9
Hispanic	110,328	24	0.02	17	70.8	46	29	63.0
Native American	821	<5	–	–	–	–	–	–
White	190,785	306	0.16	256	83.7	635	475	74.8
Female	186,647	233	0.12	180	77.3	452	320	70.8
Male	172,689	183	0.11	152	83.1	410	312	76.1
State	359,336	419	0.12	334	79.7	867	636	73.4
1996-97								
African American	49,021	61	0.12	21	34.4	165	36	21.8
Asian/Pacific Islander	12,118	112	0.92	108	96.4	295	245	83.1
Hispanic	117,575	31	0.03	24	77.4	65	46	70.8
Native American	831	<5	–	–	–	–	–	–
White	197,740	410	0.21	374	91.2	937	782	83.5
Female	195,693	358	0.18	303	84.6	826	616	74.6
Male	181,592	257	0.14	225	87.6	640	497	77.7
State	377,285	619	0.16	532	85.9	1,481	1,126	76.0

Source. International Baccalaureate Organisation (IBO) and Texas Education Agency (TEA).

Note. Final IB results data for 2001 obtained from IBO in August 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-).

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Table A-7 (continued)
International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01

		Examinees		Examinees scoring 4-7 on examinations			Examinations with scores of 4-7	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1997-98								
African American	51,136	58	0.11	32	55.2	158	63	39.9
Asian/Pacific Islander	12,834	121	0.94	114	94.2	345	317	91.9
Hispanic	124,351	39	0.03	35	89.7	92	65	70.7
Native American	918	<5	–	–	–	–	–	–
White	204,700	388	0.19	354	91.2	1,000	838	83.8
Female	204,395	366	0.18	317	86.6	937	739	78.9
Male	189,544	243	0.13	221	91.0	670	555	82.8
State	393,939	612	0.16	540	88.2	1,610	1,296	80.5
1998-99								
African American	51,253	45	0.09	36	80.0	108	72	66.7
Asian/Pacific Islander	14,214	135	0.95	130	96.3	395	340	86.1
Hispanic	129,512	52	0.04	49	94.2	124	94	75.8
Native American	1,475	<5	–	–	–	–	–	–
White	207,815	477	0.23	438	91.8	1,156	986	85.3
Female	209,762	424	0.20	398	93.9	1,056	911	86.3
Male	194,507	288	0.15	258	89.6	735	588	80.0
State	404,269	714	0.18	657	92.0	1,793	1,500	83.7
1999-00								
African American	52,069	53	0.10	48	90.6	140	92	65.7
Asian/Pacific Islander	14,376	161	1.12	149	92.5	421	347	82.4
Hispanic	133,844	115	0.09	85	73.9	256	144	56.3
Native American	979	<5	–	–	–	–	–	–
White	209,040	511	0.24	441	86.3	1,264	1,063	84.1
Female	213,139	506	0.24	432	85.4	1,240	967	78.0
Male	197,169	336	0.17	293	87.2	844	682	80.8
State	410,308	843	0.21	725	86.0	2,085	1,649	79.1

Source. International Baccalaureate Organisation (IBO) and Texas Education Agency (TEA).

Note. Final IB results data for 2001 obtained from IBO in August 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-).

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Table A-7 (continued)
International Baccalaureate (IB) Examination Participation and Performance, Grades 11-12, Texas Public Schools, 1994-95 Through 2000-01

Group	Students	Examinees		Examinees scoring 4-7 on examinations		Examinations	Examinations with scores of 4-7	
		Number	Rate (%)	Number	Rate (%)		Number	Rate (%)
2000-01								
African American	52,963	55	0.10	42	76.4	119	89	74.8
Asian/Pacific Islander	14,955	185	1.24	171	92.4	481	419	87.1
Hispanic	137,190	96	0.07	69	71.9	235	145	61.7
Native American	1,047	<5	–	–	–	–	–	–
White	209,683	556	0.27	480	86.3	1,253	1,056	84.3
Female	216,003	502	0.23	430	85.7	1,166	970	83.2
Male	199,835	392	0.20	334	85.2	930	747	80.3
State	415,838	895	0.22	764	85.4	2,097	1,717	81.9

Source. International Baccalaureate Organisation (IBO) and Texas Education Agency (TEA).

Note. Final IB results data for 2001 obtained from IBO in August 2001. Grade level, gender, and ethnicity from TEA PEIMS as available. Thus, the sums of examinees by gender and by ethnic group are slightly less than the total for all examinees. Statistics based on fewer than five examinees are masked (-).

Table A-8
International Baccalaureate (IB) Examination Score Statistics, by Subject, Texas Public Schools, 2000-01

	Examinations		Scores	
Examination	Number	Percent of all examinations	Percent scoring in 4-7 range	Mean score
English A1[a]	332	15.9	97.3	5.1
Spanish B[a]	200	9.6	93.0	5.2
Biology[a]	180	8.6	72.8	4.0
History: Americas Higher Level (HL)[b]	177	8.5	84.7	4.4
Physics[a]	159	7.6	74.8	4.2
Chemistry HL	116	5.5	50.0	3.7
Mathematical Studies Standard Level (SL)[c]	116	5.5	79.3	4.6
Mathematical Methods SL	113	5.4	84.1	4.9
Psychology	96	4.6	77.1	4.4
Economics[a]	88	4.2	89.8	4.8
Mathematics HL	84	4.0	67.9	4.2
French B[a]	78	3.7	89.7	4.8
Art/Design SL Option B	70	3.3	85.7	4.4
Computer Science[a]	59	2.8	67.8	4.1
History: Europe HL	44	2.1	81.8	4.7
Art/Design HL	38	1.8	92.1	5.1
History SL	32	1.5	46.9	3.8
Music[a]	26	1.2	84.6	4.8
Theater Arts[a]	22	1.1	95.5	4.3
German B[a]	20	1.0	85.0	4.6
Russian B[a]	14	0.7	100.0	5.9
Hindi B	7	0.3	100.0	5.3
Geography	5	0.2	100.0	5.8
Mandarin	5	0.2	100.0	5.4
Latin	5	0.2	0.0	2.4

Source. International Baccalaureate Organisation.

Note. Subject examinations with fewer than five examinees are excluded. Also excluded are satisfactory Theory of Knowledge course and essay completions, which are required for the IB diploma but excluded in Texas Education Agency accountability system reporting of Advanced Placement and IB subject examinations.

[a] Subjects with both Higher Level and Subsidiary Level examinees in 2001. [b] Higher Level course. [c] Standard, or Subsidiary, Level course.

Table A-9

Combined Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations, Grades 11-12, Texas Public Schools, 1996-97 Through 2000-01

		Examinees		Examinees who met score criterion			Examinations scoring at criterion	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1996-97								
African American	49,021	1,621	3.3	510	31.5	2,442	720	29.5
Asian/Pacific Islander	12,118	3,096	25.5	2,306	74.5	6,928	4,836	69.8
Hispanic	117,575	6,193	5.3	3,234	52.2	8,999	4,092	45.5
Native American	831	65	7.8	43	66.2	102	62	60.8
White	197,740	21,341	10.8	13,936	65.3	36,965	23,117	62.5
Female	195,693	18,602	9.5	11,309	60.8	30,379	17,492	57.6
Male	181,592	13,795	7.6	8,766	63.5	25,161	15,389	61.2
State	377,285	32,400	8.6	20,078	62.0	55,551	32,890	59.2
1997-98								
African American	51,136	1,894	3.7	577	30.5	2,905	870	29.9
Asian/Pacific Islander	12,834	3,488	27.2	2,543	72.9	8,493	5,953	70.1
Hispanic	124,351	8,105	6.5	4,055	50.0	12,281	5,261	42.8
Native American	918	90	9.8	48	53.3	171	96	56.1
White	204,700	24,420	11.9	15,418	63.1	43,644	26,588	60.9
Female	204,395	21,870	10.7	12,746	58.3	36,970	20,406	55.2
Male	189,544	16,198	8.5	9,932	61.3	30,626	18,408	60.1
State	393,939	38,068	9.7	22,678	59.6	67,596	38,814	57.4
1998-99								
African American	51,253	2,195	4.3	692	31.5	3,611	1,066	29.5
Asian/Pacific Islander	14,214	3,919	27.6	2,806	71.6	9,634	6,595	68.5
Hispanic	129,512	10,274	7.9	4,935	53.3	16,323	6,396	39.2
Native American	1,475	105	7.1	56	62.8	198	113	57.1
White	207,815	27,905	13.4	17,530	63.1	51,107	30,854	60.4
Female	209,762	25,555	12.2	14,612	57.2	44,292	23,634	53.4
Male	194,507	18,937	9.7	11,463	60.5	36,726	21,473	58.5
State	404,269	44,494	11.0	26,076	58.6	81,020	45,108	55.7

Source. College Entrance Examination Board (CEEB), International Baccalaureate Organisation (IBO), and Texas Education Agency.
Note. Students who took either an AP or IB examination or both are counted only once. Combined results include AP results obtained from the CEEB as of August 9, 2001, and IB results obtained from the IBO as of August 3, 2001.

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Table A-9 (continued)
Combined Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations, Grades 11-12, Texas Public Schools, 1996-97 Through 2000-01

		Examinees		Examinees who met score criterion			Examinations scoring at criterion	
Group	Students	Number	Rate (%)	Number	Rate (%)	Examinations	Number	Rate (%)
1999-00								
African American	52,069	2,873	5.5	894	31.1	4,691	1,368	29.2
Asian/Pacific Islander	14,376	4,530	31.5	3,132	69.1	11,692	7,633	65.3
Hispanic	133,844	12,911	9.6	6,252	48.4	21,132	8,146	38.6
Native American	979	131	13.4	68	51.9	237	122	51.5
White	209,040	31,427	15.0	19,673	62.6	60,017	35,421	59.0
Female	213,139	30,017	14.1	16,982	56.6	53,735	27,710	51.6
Male	197,169	21,922	11.1	13,080	59.7	44,143	25,045	56.7
State	410,308	51,939	12.7	30,062	57.9	97,878	52,755	53.9
2000-01								
African American	52,963	3,293	6.2	909	27.6	5,661	1,518	26.8
Asian/Pacific Islander	14,955	5,166	34.5	3,511	68.0	13,658	8,725	63.9
Hispanic	137,190	15,221	11.1	6,761	44.4	25,686	8,888	34.6
Native American	1,047	144	13.8	67	46.5	288	132	45.8
White	209,683	35,459	16.9	20,732	58.5	69,262	38,060	55.0
Female	216,003	34,389	15.9	17,916	52.1	63,351	30,110	47.5
Male	199,835	24,967	12.5	14,113	56.5	51,353	27,304	53.2
State	415,838	59,357	14.3	32,029	54.0	114,705	57,414	50.1

Source. College Entrance Examination Board (CEEB), International Baccalaureate Organisation (IBO), and Texas Education Agency.
Note. Students who took either an AP or IB examination or both are counted only once. Combined results include AP results obtained from the CEEB as of August 9, 2001, and IB results obtained from the IBO as of August 3, 2001.

Table A-10
Advanced Course Completions, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

Course type	Students completing at least one course	Course completions		
		Number	Percent of all advanced course completions	Average number per student
1992-93				
Advanced Placement (AP)	11,402	17,073	11.7	1.5
International Baccalaureate (IB)	–	–	–	–
Other advanced	93,149	128,273	88.3	1.4
All advanced	98,541	145,346	100.0	1.5
1993-94				
Advanced Placement	21,505	32,667	19.9	1.5
International Baccalaureate	–	–	–	–
Other advanced	96,530	131,724	80.1	1.4
All advanced	106,726	164,391	100.0	1.5
1994-95				
Advanced Placement	32,723	51,270	27.2	1.6
International Baccalaureate	–	–	–	–
Other advanced	102,247	137,013	72.8	1.3
All advanced	117,791	188,283	100.0	1.6
1995-96				
Advanced Placement	46,977	131,683	30.1	2.8
International Baccalaureate	–	–	–	–
Other advanced	139,695	306,067	70.0	2.2
All advanced	158,977	437,750	100.0	2.8
1996-97				
Advanced Placement	59,939	170,503	30.4	2.8
International Baccalaureate	3,453	9,322	1.7	2.7
Other advanced	167,688	381,015	67.9	2.3
All advanced	192,357	560,840	100.0	2.9
1997-98				
Advanced Placement	74,132	219,283	35.0	3.0
International Baccalaureate	2,921	8,318	1.3	2.8
Other advanced	175,397	399,218	63.7	2.3
All advanced	206,346	626,819	100.0	3.0
1998-99				
Advanced Placement	108,773	338,373	53.2	3.1
International Baccalaureate	2,377	8,296	1.3	3.5
Other advanced	136,609	289,272	45.5	2.1
All advanced	194,418	635,941	100.0	3.3

Source. Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. Data were not available for cells marked with a dash (–).

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Table A-10 (continued)
Advanced Course Completions, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

Course type	Students completing at least one course	Course completions		
		Number	Percent of all advanced course completions	Average number per student
1999-00				
Advanced Placement	114,073	358,946	51.8	3.1
International Baccalaureate	2,775	10,787	1.6	3.9
Other advanced	157,411	322,673	46.6	2.0
All advanced	216,355	692,406	100.0	3.2
2000-01				
Advanced Placement	116,332	372,899	51.0	3.2
International Baccalaureate	3,042	12,511	1.7	4.1
Other advanced	168,255	345,110	47.2	2.1
All advanced	226,013	730,520	100.0	3.2

Source. Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. Data were not available for cells marked with a dash (–).

Table A-11
Advanced Placement (AP) Examinees Completing Advanced Courses,[a] Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

		Examinees taking at least one course		Examinees taking no courses	
Year	Course type	Number	Percent	Number	Percent
1992-93	AP only	4,747	33.7	9,334	66.3
	AP and other advanced	12,013	85.3	2,068	14.7
1993-94	AP only	8,014	48.3	8,570	51.7
	AP and other advanced	14,513	87.5	2,071	12.5
1994-95	AP only	13,067	56.4	10,109	43.6
	AP and other advanced	20,198	87.2	2,978	12.8
1995-96	AP only	17,468	66.4	8,843	33.6
	AP and other advanced	23,753	90.3	2,558	9.7
1996-97	AP only	23,233	70.5	9,699	29.5
	AP and other advanced	29,915	90.8	3,017	9.2
1997-98	AP only	28,492	72.9	10,585	27.1
	AP and other advanced	35,836	91.7	3,214	8.3
1998-99	AP only	39,648	86.6	6,114	13.4
	AP and other advanced	42,115	92.0	3,647	8.0
1999-00	AP only	47,751	88.7	6,062	11.3
	AP and other advanced	50,216	93.3	3,597	6.7
2000-01	AP only	42,981	69.1	19,195	30.9
	AP and other advanced	58,225	93.7	3,951	6.4

Source. College Entrance Examination Board and Texas Education Agency (TEA).

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinees were linked to AP and advanced course completers by student to obtain the statistics. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

[a] Other advanced courses do not include courses designated only as dual enrollment. Starting with the 2000-01 school year, advanced courses, as defined by TEA, have been broadened to include dual enrollment courses (TEA, 2001f).

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Table A-12

Advanced Course Completers[a] Taking Advanced Placement (AP) Examinations, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

		Course completers taking at least one examination		Course completers taking no examinations	
Year	Course type	Number	Percent	Number	Percent
1992-93	AP only	4,747	41.6	6,655	58.4
	AP and other advanced	12,013	12.2	86,528	87.8
1993-94	AP only	8,014	37.3	13,491	62.7
	AP and other advanced	14,513	13.6	92,213	86.4
1994-95	AP only	13,067	40.5	19,219	59.5
	AP and other advanced	20,198	17.1	97,593	82.9
1995-96	AP only	17,468	40.7	25,425	59.3
	AP and other advanced	23,753	17.0	115,895	83.0
1996-97	AP only	23,233	42.3	31,670	57.7
	AP and other advanced	29,915	17.8	138,323	82.2
1997-98	AP only	28,492	42.1	39,219	57.9
	AP and other advanced	35,836	19.8	145,541	80.2
1998-99	AP only	39,648	40.3	58,686	59.7
	AP and other advanced	42,115	24.6	128,920	75.4
1999-00	AP only	47,751	46.0	56,136	54.0
	AP and other advanced	50,216	26.5	139,099	73.5
2000-01	AP only	42,981	51.0	41,329	49.0
	AP and other advanced	58,225	29.5	139,302	70.5

Source. College Entrance Examination Board and Texas Education Agency (TEA).

Note. Last semester completion of courses was used as the basis for numerical counts. AP and advanced course completers were linked to AP examinees to obtain the statistics. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

[a] Other advanced courses do not include courses designated only as dual enrollment. Starting with the 2000-01 school year, advanced courses, as defined by TEA, have been broadened to include dual enrollment courses (TEA, 2001f).

Table A-13

Correspondence Between Specific Advanced Placement (AP) Examinations and AP Courses Completed, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

	Examinations taken				Courses completed			
	With corresponding course		Without course		With corresponding examination		Without examination	
Year	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
1992-93	5,981	27.2	15,992	72.8	5,981	34.8	11,184	65.2
1993-94	10,410	39.2	16,135	60.8	10,410	31.8	22,356	68.2
1994-95	14,481	38.4	23,210	61.6	14,481	28.3	36,755	71.7
1995-96	19,585	46.1	22,890	53.9	19,585	28.5	49,212	71.5
1996-97	30,991	57.0	23,366	43.0	30,991	34.3	59,368	65.7
1997-98	33,776	51.8	31,376	48.2	33,776	29.4	81,014	70.6
1998-99	40,899	52.1	37,632	47.9	40,899	23.5	132,902	76.5
1999-00	72,971	74.7	24,707	25.3	72,971	39.0	113,991	61.0
2000-01	87,152	75.8	27,818	24.2	87,152	44.8	107,454	55.2

Source. College Entrance Examination Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

Table A-14

Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

	Examinations taken with corresponding course			Examinations taken without corresponding course		
Examination score	Number	Rate (%)	Mean score	Number	Rate (%)	Mean score
1992-93			3.24			3.02
5	1,083	18.1		2,186	13.7	
4	1,414	23.6		3,206	20.1	
3	1,808	30.2		4,947	31.0	
2	1,227	20.5		3,967	24.8	
1	447	7.5		1,672	10.5	
1993-94			3.21			3.08
5	1,725	16.6		2,366	14.7	
4	2,372	22.8		3,272	20.3	
3	3,380	32.5		5,106	31.7	
2	2,178	20.9		3,973	24.6	
1	751	7.2		1,401	8.7	
1994-95			2.99			2.82
5	2,633	13.2		2,119	11.8	
4	4,115	20.7		3,251	18.0	
3	5,760	29.0		4,833	26.8	
2	5,210	26.2		4,874	27.0	
1	2,158	10.9		2,952	16.4	
1995-96			2.98			2.82
5	3,268	12.6		2,027	12.2	
4	5,416	20.8		2,810	16.9	
3	7,738	29.8		4,640	27.8	
2	6,752	26.0		4,583	27.5	
1	2,823	10.9		2,606	15.6	
1996-97			2.92			2.80
5	4,832	12.7		2,091	12.7	
4	7,432	19.5		2,600	15.8	
3	10,824	28.4		4,431	26.9	
2	9,784	25.7		4,521	27.5	
1	5,268	13.8		2,807	17.1	

Source. College Entrance Examination Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

continues

Table A-14 (continued)
Correspondence Between Advanced Placement (AP) Examination Scores and AP Courses Completed, Grades 9-12, Texas Public Schools, 1992-93 Through 2000-01

	Examinations taken with corresponding course			Examinations taken without corresponding course		
Examination score	Number	Rate (%)	Mean score	Number	Rate (%)	Mean score
1997-98			2.85			2.81
5	5,403	12.0		2,748	12.6	
4	8,462	18.7		3,775	17.3	
3	12,257	27.1		5,722	26.2	
2	12,282	27.2		5,834	26.7	
1	6,791	15.0		3,764	17.2	
1998-99			2.83			2.72
5	6,775	11.6		2,809	12.8	
4	10,387	17.8		3,561	16.2	
3	16,002	27.4		5,058	23.0	
2	16,804	28.7		5,734	26.1	
1	8,522	14.6		4,801	21.9	
1999-00			2.74			2.78
5	9,947	11.4		1,691	15.6	
4	14,858	17.1		1,684	15.6	
3	22,059	25.3		2,353	21.8	
2	23,304	26.8		2,741	25.4	
1	16,865	19.4		2,342	21.7	
2000-01			2.67			2.74
5	10,070	10.4		1,652	14.9	
4	15,354	15.9		1,736	15.7	
3	23,401	24.2		2,208	19.9	
2	28,498	29.5		3,036	27.4	
1	19,249	19.9		2,453	22.1	

Source. College Entrance Examination Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

Table A-15
Correspondence Between Advanced Placement (AP) Examination Mean Scores and AP Courses Completed, Grades 9-12, by Subject, Texas Public Schools, 2000-01

	Examinations taken with corresponding course		Examinations taken without corresponding course	
Examination subjects	Number	Mean score	Number	Mean score
English Language and Composition	17,727	2.51	6,869	2.55
English Literature and Composition	12,789	2.69	2,782	2.69
History: U.S.	12,379	2.30	1,872	2.03
Calculus AB	8,090	2.60	806	2.25
Spanish Language	3,710	3.55	4,509	3.79
Government and Politics: U.S.	6,378	2.44	1,099	2.13
Biology	4,173	2.36	372	2.10
Economics: Macroeconomics	3,655	2.62	1,300	2.44
Chemistry	2,731	2.47	313	1.73
Calculus BC	2,192	3.45	248	2.61
Statistics	2,278	2.68	164	2.68
Psychology	1,820	2.70	324	2.36
Computer Science A	1,168	2.78	716	2.74
Physics B	1,193	2.26	428	2.44
Economics: Microeconomics	821	2.34	667	2.16
History: European	1,089	3.00	245	2.44
Spanish Literature	549	2.99	482	2.77
Physics C: Mechanics	663	3.34	401	2.74
Studio Art: General	644	3.17	190	3.00
Environmental Science	542	2.19	101	1.86
Art History	570	3.09	76	2.89
Computer Science AB	482	3.51	136	3.04
Studio: Art Drawing	322	3.50	275	3.17
French Language	285	2.02	258	2.16
Physics C: Electricity and Magnetism	663	3.34	401	2.74

Source. College Entrance Examination Board and Texas Education Agency.

Note. Last semester completion of courses was used as the basis for numerical counts. Only subjects with more than 500 AP examinations are shown. AP examinations were linked to corresponding AP courses by student to obtain the statistics. Thus, some counts may be slightly imprecise due to unavailability of data needed for perfect student matching.

Table A-16
Advanced Placement (AP) Examination Participation, Grades 9-12, by Subject, Gender, and Ethnicity, Texas Public Schools, 2000-01

Examination subjects	Number examinations taken	Female (48.9% of student enrollment) Number	Female Rate (%)	Male (51.2% of student enrollment) Number	Male Rate (%)	African American (14.1% of student enrollment) Number	African American Rate (%)	Asian/Pac. Islander (2.9% of student enrollment) Number	Asian/Pac. Islander Rate (%)	Hispanic (36.1% of student enrollment) Number	Hispanic Rate (%)	White (46.7% of student enrollment) Number	White Rate (%)
English Language & Composition	24,612	15,280	62.1	9,332	37.9	1,472	6.0	2,099	8.5	5,288	21.5	15,689	63.8
English Literature & Composition	15,592	9,655	61.9	5,937	38.1	930	6.0	1,401	7.0	3,177	20.4	10,043	64.4
History: U.S.	14,280	7,651	53.6	6,629	46.4	794	5.7	1,465	10.3	3,040	21.3	8,949	62.7
Calculus AB	8,919	4,344	48.7	4,575	51.3	502	5.6	1,140	12.8	1,941	21.8	5,313	59.6
Spanish Language	8,149	5,179	63.6	2,970	36.5	109	1.3	281	3.5	6,151	75.5	1,604	19.7
Government & Politics: U.S.	7,504	4,009	53.4	3,495	46.6	349	4.7	838	11.1	1,523	20.3	4,775	63.6
Economics: Macroeconomics	4,991	2,478	49.7	2,513	50.4	181	3.6	748	15.0	781	15.7	3,269	65.5
Biology	4,557	2,748	60.3	1,809	39.7	298	6.5	677	14.9	874	19.2	2,693	59.1
Chemistry	3,053	1,422	46.6	1,631	53.4	131	4.3	571	18.7	582	19.1	1,766	57.8
Statistics	2,450	1,251	51.1	1,199	48.9	102	4.2	428	17.5	412	16.8	1,499	61.2
Calculus BC	2,442	977	40.0	1,465	60.0	62	2.5	625	25.6	210	8.6	1,537	62.9
Psychology	2,145	1,393	64.9	752	35.1	121	5.6	360	16.8	231	10.8	1,427	66.5
Computer Science A	1,894	481	25.4	1,413	74.6	63	3.3	417	22.0	205	10.8	1,204	63.6
Physics B	1,631	572	35.1	1,059	64.9	92	5.6	206	12.6	390	23.9	938	57.5
Economics: Microeconomics	1,496	736	49.2	760	50.8	55	3.7	199	13.3	299	20.0	938	62.7
History: European	1,338	714	53.4	624	46.6	49	3.7	171	12.8	184	13.8	927	69.3
Physics C: Mechanics	1,072	257	24.0	815	76.0	30	2.8	227	21.2	136	12.7	676	63.1
Spanish Literature	1,035	758	73.2	277	26.8	6	0.6	28	2.7	876	84.6	125	12.1
Studio Art: General	837	522	62.4	315	37.6	26	3.1	82	9.8	147	17.6	581	69.4
Environmental Science	668	390	58.4	278	41.6	64	9.6	44	6.7	177	26.5	381	57.0

Source. College Entrance Examination Board and Texas Education Agency.

Note. Only subjects with more than 500 AP examinees are shown.

continues

Table A-16 (continued)
Advanced Placement (AP) Examination Participation, Grades 9-12, by Subject, Gender, and Ethnicity, Texas Public Schools, 2000-01

Examination subjects	Number examinations taken	Female (48.9% of student enrollment)		Male (51.2% of student enrollment)		African American (14.1% of student enrollment)		Asian/Pac. Islander (2.9% of student enrollment)		Hispanic (36.1% of student enrollment)		White (46.7% of student enrollment)	
		Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)	Number	Rate (%)
Art History	647	417	64.5	230	35.6	30	4.6	105	16.2	121	18.7	390	60.3
Computer Science AB	631	84	13.3	547	86.7	13	2.1	140	22.2	40	6.3	437	69.3
Studio Art: Drawing	598	333	55.7	265	44.3	32	5.4	76	12.7	156	26.1	332	55.5
Physics C: Electricity & Magnetism	551	127	23.1	424	77.0	5	0.9	145	26.3	49	8.9	350	63.5
French Language	545	379	69.5	166	30.5	22	4.0	89	16.3	150	27.5	284	52.1

Source. College Entrance Examination Board and Texas Education Agency.

Note. Only subjects with more than 500 AP examinees are shown.

Appendix B

Advanced Placement (AP) and International Baccalaureate (IB) Results, by District, Texas Public Schools, 2000-01

TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
ANDERSON	CAYUGA ISD	72	.	.	.	.	.	.	.	NONE TESTED
	ELKHART ISD	123	12	9.8	11	91.7	14	12	85.7	
	FRANKSTON ISD	96	.	.	.	.	.	.	.	< 5-MASKED*
	NECHES ISD	30	.	.	.	.	.	.	.	NONE TESTED
	PALESTINE ISD	402	43	10.7	28	65.1	61	35	57.4	
	SLOCUM ISD	36	.	.	.	.	.	.	.	NONE TESTED
	WESTWOOD ISD	172	.	.	.	.	.	.	.	NONE TESTED
ANDREWS	ANDREWS ISD	409	.	.	.	.	.	.	.	< 5-MASKED*
ANGELINA	CENTRAL	170	19	11.2	.	.	.	.	.	< 5-MASKED+
	DIBOLL ISD	184	5	2.7	.	.	.	.	.	< 5-MASKED+
	HUDSON ISD	249	36	14.5	18	50.0	51	23	45.1	
	HUNTINGTON ISD	164	.	.	.	.	.	.	.	NONE TESTED
	LUFKIN ISD	918	163	17.8	63	38.6	291	98	33.7	
	ZAVALLA ISD	35	.	.	.	.	.	.	.	NONE TESTED
ARANSAS	ARANSAS COUNTY I	371	109	29.4	37	33.9	207	59	28.5	
ARCHER	ARCHER CITY ISD	80	.	.	.	.	.	.	.	< 5-MASKED*
	HOLLIDAY ISD	144	46	31.9	5	10.9	53	5	9.4	
	MEGARGEL ISD	11	.	.	.	.	.	.	.	NONE TESTED
	WINDTHORST ISD	53	7	13.2	.	.	.	.	.	< 5-MASKED+
ARMSTRONG	CLAUDE ISD	54	.	.	.	.	.	.	.	NONE TESTED
ATASCOSA	CHARLOTTE ISD	48	19	39.6	.	.	.	.	.	< 5-MASKED+
	JOURDANTON ISD	122	18	14.8	.	.	.	.	.	< 5-MASKED+
	LYTLE ISD	153	19	12.4	8	42.1	26	11	42.3	
	PLEASANTON ISD	336	17	5.1	.	.	.	.	.	< 5-MASKED+
	POTEET ISD	140	.	.	.	.	.	.	.	< 5-MASKED*
AUSTIN	BELLVILLE ISD	279	25	9.0	16	64.0	33	19	57.6	
	BRAZOS ISD	112	12	10.7	.	.	.	.	.	< 5-MASKED+
	SEALY ISD	246	11	4.5	7	63.6	11	7	63.6	
BAILEY	MULESHOE ISD	167	.	.	.	.	.	.	.	< 5-MASKED*
	THREE WAY ISD	17	.	.	.	.	.	.	.	NONE TESTED
BANDERA	BANDERA ISD	255	33	12.9	18	54.6	56	25	44.6	
	MEDINA ISD	41	6	14.6	.	.	.	.	.	< 5-MASKED+
BASTROP	BASTROP ISD	609	90	14.8	39	43.3	159	64	40.3	
	ELGIN ISD	270	24	8.9	13	54.2	38	17	44.7	
	SMITHVILLE ISD	159	13	8.2	6	46.1	16	6	37.5	
BAYLOR	SEYMOUR ISD	96	24	25.0	12	50.0	31	12	38.7	
BEE	BEEVILLE ISD	501	64	12.8	15	23.4	85	18	21.2	
	PETTUS ISD	69	.	.	.	.	.	.	.	NONE TESTED
	SKIDMORE-TYNAN I	109	.	.	.	.	.	.	.	< 5-MASKED*
BELL	ACADEMY ISD	114	10	8.8	5	50.0	13	5	38.5	
	BARTLETT ISD	53	6	11.3	.	.	.	.	.	< 5-MASKED+
	BELTON ISD	759	79	10.4	28	35.4	108	46	42.6	
	HOLLAND ISD	78	.	.	.	.	.	.	.	NONE TESTED
	KILLEEN ISD	2,756	232	8.4	110	47.4	466	198	42.5	
	KILLEEN-RICHARD	50	.	.	.	.	.	.	.	NONE TESTED
	ROGERS ISD	94	.	.	.	.	.	.	.	< 5-MASKED*
	SALADO ISD	118	12	10.2	6	50.0	15	7	46.7	
	TEMPLE ISD	732	84	11.5	56	66.7	146	86	58.9	
	TRANSFORMATIVE C	41	.	.	.	.	.	.	.	NONE TESTED
	TROY ISD	141	17	12.1	7	41.2	19	7	36.8	
BEXAR	ALAMO HEIGHTS IS	596	130	21.8	109	83.9	264	199	75.4	
	BLESSED SACRAMEN	71	.	.	.	.	.	.	.	NONE TESTED
	BUILDING ALTERNA	73	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (S	36	.	.	.	.	.	.	.	NONE TESTED
	EAST CENTRAL ISD	799	80	10.0	32	40.0	179	64	35.8	
	EDGEWOOD ISD	1,059	168	15.9	16	9.5	303	17	5.6	
	FT SAM HOUSTON I	103	18	17.5	8	44.4	28	14	50.0	
	GEORGE I SANCHEZ	0	.	.	.	.	.	.	.	NONE TESTED
	HARLANDALE ISD	1,282	185	14.4	43	23.2	314	52	16.6	
	JOHN H WOOD CHAR	4	.	.	.	.	.	.	.	NONE TESTED
	JUDSON ISD	1,662	218	13.1	143	65.6	480	246	51.3	
	LACKLAND ISD	51	24	47.1	11	45.8	40	17	42.5	
	NORTH EAST ISD	5,493	948	17.3	525	55.4	1,826	943	51.6	
	NORTHSIDE ISD	6,927	975	14.1	601	61.6	1,938	1,055	54.4	
	POSITIVE SOLUTIO	57	.	.	.	.	.	.	.	NONE TESTED
	RADIANCE ACADEMY	6	.	.	.	.	.	.	.	NONE TESTED
	RANDOLPH FIELD I	133	51	38.3	23	45.1	105	41	39.1	
	SAN ANTONIO ISD	5,217	1,124	21.5	194	17.3	1,845	227	12.3	
	SAN ANTONIO SCHO	1	.	.	.	.	.	.	.	NONE TESTED
	SCHOOL OF EXCELL	1	.	.	.	.	.	.	.	NONE TESTED

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
BEXAR	SOMERSET ISD	215	.	.	.	.	.	.	.	NONE TESTED
	SOUTH SAN ANTONI	959	111	11.6	14	12.6	177	15	8.5	
	SOUTHSIDE ISD	418	55	13.2	10	18.2	69	10	14.5	
	SOUTHWEST ISD	880	59	6.7	20	33.9	70	21	30.0	
	SOUTHWEST PREPAR	89	.	.	.	.	.	.	.	NONE TESTED
BLANCO	BLANCO ISD	98	11	11.2	.	.	.	.	.	< 5-MASKED+
	JOHNSON CITY ISD	78	8	10.3	.	.	.	.	.	< 5-MASKED+
BORDEN	BORDEN COUNTY IS	19	.	.	.	.	.	.	.	< 5-MASKED*
BOSQUE	CLIFTON ISD	122	31	25.4	10	32.3	52	14	26.9	
	CRANFILLS GAP IS	12	.	.	.	.	.	.	.	NONE TESTED
	IREDELL ISD	14	.	.	.	.	.	.	.	< 5-MASKED*
	KOPPERL ISD	22	.	.	.	.	.	.	.	NONE TESTED
	MERIDIAN ISD	61	12	19.7	5	41.7	16	6	37.5	
	MORGAN ISD	12	.	.	.	.	.	.	.	NONE TESTED
	VALLEY MILLS ISD	47	6	12.8	.	.	.	.	.	< 5-MASKED+
	WALNUT SPRINGS I	21	.	.	.	.	.	.	.	NONE TESTED
BOWIE	DEKALB ISD	119	20	16.8	.	.	.	.	.	< 5-MASKED+
	EAGLE PROJECT (T	25	.	.	.	.	.	.	.	NONE TESTED
	HOOKS ISD	136	.	.	.	.	.	.	.	< 5-MASKED*
	LIBERTY-EYLAU IS	236	19	8.1	.	.	.	.	.	< 5-MASKED+
	MAUD ISD	58	.	.	.	.	.	.	.	NONE TESTED
	NEW BOSTON ISD	166	.	.	.	.	.	.	.	NONE TESTED
	PLEASANT GROVE I	270	104	38.5	29	27.9	147	45	30.6	
	REDWATER ISD	116	6	5.2	.	.	.	.	.	< 5-MASKED+
	SIMMS ISD	70	.	.	.	.	.	.	.	NONE TESTED
	TEXARKANA ISD	502	41	8.2	23	56.1	72	29	40.3	
BRAZORIA	ALVIN ISD	990	221	22.3	69	31.2	385	94	24.4	
	ANGLETON ISD	629	54	8.6	28	51.9	101	47	46.5	
	BRAZOSPORT ISD	1,450	237	16.3	100	42.2	499	183	36.7	
	COLUMBIA-BRAZORI	358	7	2.0	.	.	.	.	.	< 5-MASKED+
	DANBURY ISD	115	17	14.8	.	.	.	.	.	< 5-MASKED+
	PEARLAND ISD	1,153	181	15.7	101	55.8	339	181	53.4	
	SWEENY ISD	278	27	9.7	15	55.6	40	19	47.5	
BRAZOS	BRAZOS SCHOOL FO	3	.	.	.	.	.	.	.	NONE TESTED
	BRYAN ISD	1,200	211	17.6	116	55.0	421	241	57.2	
	COLLEGE STATION	967	265	27.4	238	89.8	528	467	88.5	
	EAGLE PROJECT (B	18	.	.	.	.	.	.	.	NONE TESTED
BREWSTER	ALPINE ISD	150	22	14.7	8	36.4	27	8	29.6	
	MARATHON ISD	20	.	.	.	.	.	.	.	NONE TESTED
	TERLINGUA CSD	30	.	.	.	.	.	.	.	NONE TESTED
BRISCOE	SILVERTON ISD	23	.	.	.	.	.	.	.	NONE TESTED
BROOKS	BROOKS COUNTY IS	247	31	12.6	.	.	.	.	.	< 5-MASKED+
BROWN	BANGS ISD	92	.	.	.	.	.	.	.	< 5-MASKED*
	BLANKET ISD	29	.	.	.	.	.	.	.	NONE TESTED
	BROOKESMITH ISD	37	6	16.2	.	.	.	.	.	< 5-MASKED+
	BROWNWOOD ISD	438	35	8.0	13	37.1	47	16	34.0	
	EARLY ISD	165	29	17.6	20	69.0	31	21	67.7	
	MAY ISD	42	.	.	.	.	.	.	.	NONE TESTED
	ZEPHYR ISD	24	.	.	.	.	.	.	.	NONE TESTED
BURLESON	CALDWELL ISD	208	.	.	.	.	.	.	.	NONE TESTED
	SNOOK ISD	60	.	.	.	.	.	.	.	NONE TESTED
	SOMERVILLE ISD	98	.	.	.	.	.	.	.	NONE TESTED
BURNET	BURNET CONS ISD	305	11	3.6	6	54.6	17	6	35.3	
	MARBLE FALLS ISD	387	68	17.6	33	48.5	146	46	31.5	
CALDWELL	LOCKHART ISD	433	10	2.3	7	70.0	24	15	62.5	
	LULING ISD	172	5	2.9	.	.	.	.	.	< 5-MASKED+
	PRAIRIE LEA ISD	16	.	.	.	.	.	.	.	NONE TESTED
CALHOUN	CALHOUN CO ISD	394	31	7.9	17	54.8	51	28	54.9	
CALLAHAN	BAIRD ISD	61	7	11.5	.	.	.	.	.	< 5-MASKED+
	CLYDE CONS ISD	171	6	3.5	.	.	.	.	.	< 5-MASKED+
	CROSS PLAINS ISD	72	.	.	.	.	.	.	.	NONE TESTED
	EULA ISD	66	.	.	.	.	.	.	.	NONE TESTED
CAMERON	BROWNSVILLE ISD	3,641	783	21.5	227	29.0	1,286	272	21.1	
	EAGLE PROJECT (B	19	.	.	.	.	.	.	.	NONE TESTED
	HARLINGEN CONS I	1,614	228	14.1	102	44.7	409	130	31.8	
	LA FERIA ISD	306	34	11.1	7	20.6	50	12	24.0	
	LOS FRESNOS CONS	649	138	21.3	69	50.0	220	92	41.8	
	POINT ISABEL ISD	256	61	23.8	22	36.1	69	22	31.9	
	RIO HONDO ISD	207	39	18.8	25	64.1	72	29	40.3	
	SAN BENITO CONS	769	120	15.6	15	12.5	215	18	8.4	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

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TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
CAMERON	SANTA MARIA ISD	44	.	.	.	.	.	.	.	NONE TESTED
	SANTA ROSA ISD	129	19	14.7	.	.	.	.	.	< 5-MASKED+
	SOUTH TEXAS ISD	654	279	42.7	197	70.6	618	322	52.1	
	VALLEY HIGH	36	.	.	.	.	.	.	.	NONE TESTED
CAMP	PITTSBURG ISD	199	17	8.5	13	76.5	25	18	72.0	
CARSON	GROOM ISD	27	6	22.2	.	.	.	.	.	< 5-MASKED+
	PANHANDLE ISD	79	.	.	.	.	.	.	.	NONE TESTED
	WHITE DEER ISD	59	.	.	.	.	.	.	.	NONE TESTED
CASS	ATLANTA ISD	208	11	5.3	.	.	.	.	.	< 5-MASKED+
	AVINGER ISD	23	.	.	.	.	.	.	.	NONE TESTED
	BLOOMBURG ISD	20	.	.	.	.	.	.	.	NONE TESTED
	HUGHES SPRINGS I	85	16	18.8	.	.	.	.	.	< 5-MASKED+
	LINDEN-KILDARE C	139	10	7.2	5	50.0	10	5	50.0	
	MCLEOD ISD	66	.	.	.	.	.	.	.	< 5-MASKED*
	QUEEN CITY ISD	136	.	.	.	.	.	.	.	< 5-MASKED*
CASTRO	DIMMITT ISD	168	.	.	.	.	.	.	.	NONE TESTED
	HART ISD	54	.	.	.	.	.	.	.	NONE TESTED
	NAZARETH ISD	38	.	.	.	.	.	.	.	NONE TESTED
CHAMBERS	ANAHUAC ISD	151	36	23.8	5	13.9	60	8	13.3	
	BARBERS HILL ISD	290	50	17.2	34	68.0	73	43	58.9	
	EAST CHAMBERS IS	121	.	.	.	.	.	.	.	NONE TESTED
CHEROKEE	ALTO ISD	75	6	8.0	.	.	.	.	.	< 5-MASKED+
	JACKSONVILLE ISD	461	57	12.4	26	45.6	106	39	36.8	
	NEW SUMMERFIELD	29	.	.	.	.	.	.	.	NONE TESTED
	RUSK ISD	205	.	.	.	.	.	.	.	< 5-MASKED*
	WELLS ISD	29	.	.	.	.	.	.	.	NONE TESTED
CHILDRESS	CHILDRESS ISD	143	23	16.1	.	.	.	.	.	< 5-MASKED+
CLAY	BELLEVUE ISD	22	.	.	.	.	.	.	.	NONE TESTED
	BYERS ISD	23	.	.	.	.	.	.	.	NONE TESTED
	HENRIETTA ISD	124	.	.	.	.	.	.	.	< 5-MASKED*
	MIDWAY ISD	28	.	.	.	.	.	.	.	NONE TESTED
	PETROLIA ISD	56	.	.	.	.	.	.	.	< 5-MASKED*
COCHRAN	MORTON ISD	54	.	.	.	.	.	.	.	NONE TESTED
	WHITEFACE CONS I	64	15	23.4	6	40.0	22	9	40.9	
COKE	BRONTE ISD	69	12	17.4	.	.	.	.	.	< 5-MASKED+
	ROBERT LEE ISD	51	5	9.8	.	.	.	.	.	< 5-MASKED+
COLEMAN	COLEMAN ISD	130	11	8.5	.	.	.	.	.	< 5-MASKED+
	NOVICE ISD	8	.	.	.	.	.	.	.	NONE TESTED
	PANTHER CREEK CO	27	.	.	.	.	.	.	.	NONE TESTED
	SANTA ANNA ISD	31	.	.	.	.	.	.	.	NONE TESTED
COLLIN	ALLEN ISD	1,208	182	15.1	124	68.1	290	176	60.7	
	ANNA ISD	101	.	.	.	.	.	.	.	< 5-MASKED*
	BLUE RIDGE ISD	63	.	.	.	.	.	.	.	< 5-MASKED*
	CELINA ISD	126	.	.	.	.	.	.	.	< 5-MASKED*
	COMMUNITY ISD	118	7	5.9	.	.	.	.	.	< 5-MASKED+
	FARMERSVILLE ISD	124	.	.	.	.	.	.	.	NONE TESTED
	FRISCO ISD	551	58	10.5	42	72.4	113	71	62.8	
	MCKINNEY ISD	1,002	218	21.8	133	61.0	475	250	52.6	
	PLANO ISD	5,313	1,908	35.9	1563	81.9	4,881	3,681	75.4	
	PRINCETON ISD	217	26	12.0	7	26.9	30	7	23.3	
	PROSPER ISD	89	33	37.1	13	39.4	64	19	29.7	
	WYLIE ISD	435	52	12.0	25	48.1	83	34	41.0	
COLLINGSWOR	SAMNORWOOD ISD	15	9	60.0	.	.	.	.	.	< 5-MASKED+
	WELLINGTON ISD	78	.	.	.	.	.	.	.	NONE TESTED
COLORADO	COLUMBUS ISD	208	19	9.1	12	63.2	28	15	53.6	
	RICE CONS ISD	181	.	.	.	.	.	.	.	NONE TESTED
	WEIMAR ISD	81	.	.	.	.	.	.	.	NONE TESTED
COMAL	COMAL ISD	1,139	166	14.6	97	58.4	379	176	46.4	
	NANCY NEY CHARTE	6	.	.	.	.	.	.	.	NONE TESTED
	NEW BRAUNFELS IS	736	158	21.5	76	48.1	324	119	36.7	
COMANCHE	COMANCHE ISD	129	30	23.3	18	60.0	42	25	59.5	
	DE LEON ISD	74	.	.	.	.	.	.	.	< 5-MASKED*
	GUSTINE ISD	22	.	.	.	.	.	.	.	NONE TESTED
	SIDNEY ISD	21	.	.	.	.	.	.	.	NONE TESTED
CONCHO	EDEN C I S D	46	.	.	.	.	.	.	.	< 5-MASKED*
	PAINT ROCK ISD	27	.	.	.	.	.	.	.	NONE TESTED
COOKE	CALLISBURG ISD	110	21	19.1	11	52.4	33	15	45.5	
	ERA ISD	50	.	.	.	.	.	.	.	< 5-MASKED*
	GAINESVILLE ISD	284	11	3.9	6	54.6	11	6	54.6	
	LINDSAY ISD	80	24	30.0	12	50.0	28	14	50.0	

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TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
COOKE	MUENSTER ISD	51	22	43.1	18	81.8	30	24	80.0	
	VALLEY VIEW ISD	86	11	12.8	8	72.7	25	12	48.0	
CORYELL	COPPERAS COVE IS	792	62	7.8	25	40.3	115	34	29.6	
	EVANT ISD	45	.	.	.	.	.	.	.	< 5-MASKED*
	GATESVILLE ISD	284	8	2.8	.	.	.	.	.	< 5-MASKED+
	JONESBORO ISD	17	.	.	.	.	.	.	.	< 5-MASKED*
	OGLESBY ISD	25	.	.	.	.	.	.	.	NONE TESTED
COTTLE	PADUCAH ISD	40	.	.	.	.	.	.	.	NONE TESTED
CRANE	CRANE ISD	125	27	21.6	6	22.2	30	7	23.3	
CROCKETT	CROCKETT CO CONS	100	10	10.0	5	50.0	13	6	46.1	
CROSBY	CROSBYTON ISD	66	14	21.2	.	.	.	.	.	< 5-MASKED+
	LORENZO ISD	35	.	.	.	.	.	.	.	NONE TESTED
	RALLS ISD	78	.	.	.	.	.	.	.	NONE TESTED
CULBERSON	CULBERSON COUNTY	80	.	.	.	.	.	.	.	NONE TESTED
DALLAM	DALHART ISD	156	.	.	.	.	.	.	.	NONE TESTED
	TEXLINE ISD	20	.	.	.	.	.	.	.	NONE TESTED
DALLAS	CARROLLTON-FARME	2,454	638	26.0	427	66.9	1,277	787	61.6	
	CEDAR HILL ISD	712	188	26.4	66	35.1	427	110	25.8	
	COPPELL ISD	959	258	26.9	208	80.6	597	403	67.5	
	DALLAS CAN ACADE	297	.	.	.	.	.	.	.	NONE TESTED
	DALLAS COUNTY JU	26	.	.	.	.	.	.	.	NONE TESTED
	DALLAS ISD	12,036	2,143	17.8	772	36.0	4,609	1,371	29.7	
	DESOTO ISD	801	199	24.8	66	33.2	404	124	30.7	
	DUNCANVILLE ISD	1,359	164	12.1	111	67.7	358	235	65.6	
	EAGLE ADVANTAGE	88	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (D	29	.	.	.	.	.	.	.	NONE TESTED
	FAITH FAMILY ACA	6	.	.	.	.	.	.	.	NONE TESTED
	GARLAND ISD	5,150	1,047	20.3	440	42.0	2,102	692	32.9	
	GRAND PRAIRIE IS	1,859	257	13.8	124	48.3	468	172	36.8	
	HIGHLAND PARK IS	705	496	70.4	356	71.8	1,188	736	62.0	
	HONORS ACADEMY	547	7	1.3	.	.	.	.	.	< 5-MASKED+
	I AM THAT I AM A	6	.	.	.	.	.	.	.	NONE TESTED
	IRVING ISD	2,576	578	22.4	248	42.9	1,317	418	31.7	
	JEAN MASSIEU ACA	1	.	.	.	.	.	.	.	NONE TESTED
	LANCASTER ISD	466	14	3.0	6	42.9	21	7	33.3	
	MESQUITE ISD	3,457	314	9.1	180	57.3	472	241	51.1	
	NORTH HILLS SCHO	25	18	72.0	11	61.1	29	14	48.3	
	PEGASUS CHARTER	7	.	.	.	.	.	.	.	NONE TESTED
	RICHARDSON ISD	3,974	961	24.2	740	77.0	2,000	1,459	73.0	
	RYLIE FAITH FAMI	24	.	.	.	.	.	.	.	NONE TESTED
	UNIVERSAL ACADEM	6	.	.	.	.	.	.	.	NONE TESTED
	WILMER-HUTCHINS	259	.	.	.	.	.	.	.	NONE TESTED
	WINFREE ACADEMY	376	.	.	.	.	.	.	.	NONE TESTED
DAWSON	DAWSON	25	.	.	.	.	.	.	.	NONE TESTED
	KLONDIKE ISD	27	5	18.5	.	.	.	.	.	< 5-MASKED+
	LAMESA ISD	305	13	4.3	.	.	.	.	.	< 5-MASKED+
	SANDS ISD	32	.	.	.	.	.	.	.	NONE TESTED
DEAF SMITH	HEREFORD ISD	473	29	6.1	16	55.2	37	19	51.4	
DELTA	COOPER ISD	83	.	.	.	.	.	.	.	< 5-MASKED*
	FANNINDEL ISD	25	.	.	.	.	.	.	.	NONE TESTED
DENTON	AUBREY ISD	103	.	.	.	.	.	.	.	< 5-MASKED*
	DENTON ISD	1,385	277	20.0	159	57.4	503	264	52.5	
	KRUM ISD	96	12	12.5	10	83.3	23	13	56.5	
	LAKE DALLAS ISD	313	49	15.7	29	59.2	74	33	44.6	
	LEWISVILLE ISD	3,973	513	12.9	374	72.9	1,077	743	69.0	
	LITTLE ELM ISD	151	25	16.6	.	.	.	.	.	< 5-MASKED+
	NORTHWEST ISD	537	100	18.6	47	47.0	179	81	45.3	
	PILOT POINT ISD	128	34	26.6	14	41.2	53	21	39.6	
	PONDER ISD	56	9	16.1	.	.	.	.	.	< 5-MASKED+
	SANGER ISD	233	.	.	.	.	.	.	.	NONE TESTED
DEWITT	CUERO ISD	289	8	2.8	5	62.5	16	8	50.0	
	NORDHEIM ISD	9	.	.	.	.	.	.	.	NONE TESTED
	YOAKUM ISD	188	6	3.2	.	.	.	.	.	< 5-MASKED+
	YORKTOWN ISD	87	9	10.3	.	.	.	.	.	< 5-MASKED+
DICKENS	PATTON SPRINGS I	23	.	.	.	.	.	.	.	NONE TESTED
	SPUR ISD	25	.	.	.	.	.	.	.	NONE TESTED
DIMMIT	CARRIZO SPRINGS	261	19	7.3	5	26.3	33	7	21.2	
DONLEY	CLARENDON ISD	75	.	.	.	.	.	.	.	< 5-MASKED*
	HEDLEY ISD	25	.	.	.	.	.	.	.	NONE TESTED
DUVAL	BENAVIDES ISD	65	.	.	.	.	.	.	.	NONE TESTED

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
DUVAL	FREER ISD	109	23	21.1	6	26.1	40	7	17.5	
	SAN DIEGO ISD	177	15	8.5	6	40.0	17	6	35.3	
EASTLAND	CISCO ISD	116	7	6.0	.	.	.	.	.	< 5-MASKED+
	EASTLAND ISD	133	14	10.5	6	42.9	16	8	50.0	
	GORMAN ISD	60	.	.	.	.	.	.	.	NONE TESTED
	RANGER ISD	62	9	14.5	.	.	.	.	.	< 5-MASKED+
	RISING STAR ISD	22	.	.	.	.	.	.	.	NONE TESTED
ECTOR	ECTOR COUNTY ISD	2,908	320	11.0	116	36.3	657	190	28.9	
EDWARDS	NUECES CANYON CO	42	.	.	.	.	.	.	.	NONE TESTED
	ROCKSPRINGS ISD	49	16	32.7	.	.	.	.	.	< 5-MASKED+
EL PASO	ANTHONY	99	8	8.1	.	.	.	.	.	< 5-MASKED+
	BURNHAM WOOD CHA	9	.	.	.	.	.	.	.	NONE TESTED
	CANUTILLO ISD	422	40	9.5	6	15.0	57	7	12.3	
	CLINT ISD	678	82	12.1	37	45.1	112	39	34.8	
	EL PASO ACADEMY	20	.	.	.	.	.	.	.	NONE TESTED
	EL PASO ISD	6,322	784	12.4	442	56.4	1,437	700	48.7	
	FABENS ISD	294	50	17.0	24	48.0	73	25	34.3	
	PASO DEL NORTE	109	.	.	.	.	.	.	.	NONE TESTED
	SAN ELIZARIO ISD	284	27	9.5	25	92.6	30	26	86.7	
	SOCORRO ISD	2,754	311	11.3	125	40.2	519	142	27.4	
	TORNILLO ISD	84	15	17.9	15	100.0	15	15	100.0	
	YSLETA ISD	5,630	1,125	20.0	358	31.8	1,860	433	23.3	
ELLIS	AVALON ISD	28	.	.	.	.	.	.	.	NONE TESTED
	ENNIS ISD	431	28	6.5	10	35.7	38	14	36.8	
	FERRIS ISD	161	18	11.2	8	44.4	27	9	33.3	
	ITALY ISD	73	14	19.2	.	.	.	.	.	< 5-MASKED+
	MAYPEARL ISD	91	31	34.1	6	19.3	40	6	15.0	
	MIDLOTHIAN ISD	447	33	7.4	16	48.5	49	21	42.9	
	MILFORD ISD	23	.	.	.	.	.	.	.	NONE TESTED
	PALMER ISD	109	13	11.9	.	.	.	.	.	< 5-MASKED+
	RED OAK ISD	492	54	11.0	20	37.0	83	21	25.3	
	WAXAHACHIE ISD	720	90	12.5	55	61.1	163	82	50.3	
ERATH	DUBLIN ISD	121	16	13.2	.	.	.	.	.	< 5-MASKED+
	HUCKABAY ISD	30	.	.	.	.	.	.	.	< 5-MASKED*
	LINGLEVILLE ISD	27	.	.	.	.	.	.	.	NONE TESTED
	PARADIGM ACCELER	17	.	.	.	.	.	.	.	NONE TESTED
	STEPHENVILLE ISD	376	43	11.4	26	60.5	48	28	58.3	
FALLS	CHILTON ISD	38	.	.	.	.	.	.	.	NONE TESTED
	MARLIN ISD	150	12	8.0	.	.	.	.	.	< 5-MASKED+
	ROSEBUD-LOTT ISD	135	18	13.3	11	61.1	26	13	50.0	
FANNIN	BONHAM ISD	205	.	.	.	.	.	.	.	NONE TESTED
	DODD CITY ISD	25	.	.	.	.	.	.	.	NONE TESTED
	ECTOR ISD	28	8	28.6	.	.	.	.	.	< 5-MASKED+
	HONEY GROVE ISD	99	.	.	.	.	.	.	.	< 5-MASKED*
	LEONARD ISD	79	.	.	.	.	.	.	.	NONE TESTED
	SAM RAYBURN ISD	58	.	.	.	.	.	.	.	< 5-MASKED*
	SAVOY ISD	34	.	.	.	.	.	.	.	< 5-MASKED*
	TRENTON ISD	46	.	.	.	.	.	.	.	< 5-MASKED*
FAYETTE	FAYETTEVILLE ISD	32	.	.	.	.	.	.	.	NONE TESTED
	FLATONIA ISD	77	29	37.7	9	31.0	42	9	21.4	
	LA GRANGE ISD	237	36	15.2	27	75.0	59	39	66.1	
	ROUND TOP-CARMIN	42	.	.	.	.	.	.	.	< 5-MASKED*
	SCHULENBURG ISD	86	.	.	.	.	.	.	.	< 5-MASKED*
FISHER	ROBY CONS ISD	40	8	20.0	.	.	.	.	.	< 5-MASKED+
	ROTAN ISD	51	.	.	.	.	.	.	.	NONE TESTED
FLOYD	FLOYDADA ISD	103	25	24.3	8	32.0	31	11	35.5	
	LOCKNEY ISD	94	10	10.6	.	.	.	.	.	< 5-MASKED+
FOARD	CROWELL ISD	40	.	.	.	.	.	.	.	NONE TESTED
FORT BEND	FORT BEND ISD	7,098	1,450	20.4	1204	83.0	3,352	2,685	80.1	
	LAMAR CONSOLIDAT	1,547	164	10.6	87	53.1	277	127	45.8	
	NEEDVILLE ISD	333	44	13.2	19	43.2	72	23	31.9	
	STAFFORD MSD	308	69	22.4	38	55.1	124	65	52.4	
FRANKLIN	MOUNT VERNON ISD	163	32	19.6	13	40.6	39	16	41.0	
FREESTONE	FAIRFIELD ISD	194	26	13.4	10	38.5	43	18	41.9	
	TEAGUE ISD	135	.	.	.	.	.	.	.	NONE TESTED
	WORTHAM ISD	41	.	.	.	.	.	.	.	NONE TESTED
FRIO	DILLEY ISD	68	.	.	.	.	.	.	.	NONE TESTED
	PEARSALL ISD	237	31	13.1	.	.	.	.	.	< 5-MASKED+
GAINES	LOOP ISD	23	.	.	.	.	.	.	.	NONE TESTED
	SEAGRAVES ISD	71	21	29.6	.	.	.	.	.	< 5-MASKED+

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80

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GAINES	SEMINOLE ISD	256	17	6.6	11	64.7	19	12	63.2	
GALVESTON	CLEAR CREEK ISD	3,541	562	15.9	471	83.8	1,180	922	78.1	
	DICKINSON ISD	527	28	5.3	13	46.4	54	23	42.6	
	FRIENDSWOOD ISD	709	108	15.2	89	82.4	195	141	72.3	
	GALVESTON ISD	875	93	10.6	69	74.2	187	125	66.8	
	HIGH ISLAND ISD	48	.	.	.	.	.	.	.	NONE TESTED
	HITCHCOCK ISD	144	.	.	.	.	.	.	.	< 5-MASKED*
	LA MARQUE ISD	451	6	1.3	.	.	.	.	.	< 5-MASKED+
	SANTA FE ISD	553	25	4.5	11	44.0	40	16	40.0	
	TEXAS CITY ISD	617	51	8.3	12	23.5	71	14	19.7	
GARZA	POST ISD	95	.	.	.	.	.	.	.	NONE TESTED
	SOUTHLAND ISD	23	.	.	.	.	.	.	.	< 5-MASKED*
GILLESPIE	FREDERICKSBURG I	408	99	24.3	67	67.7	140	98	70.0	
	HARPER ISD	43	9	20.9	.	.	.	.	.	< 5-MASKED+
GLASSCOCK	GLASSCOCK COUNTY	50	.	.	.	.	.	.	.	< 5-MASKED*
GOLIAD	GOLIAD ISD	175	22	12.6	10	45.5	22	10	45.5	
GONZALES	GONZALES ISD	264	16	6.1	.	.	.	.	.	< 5-MASKED+
	NIXON-SMILEY CON	113	.	.	.	.	.	.	.	NONE TESTED
	WAELDER ISD	28	.	.	.	.	.	.	.	NONE TESTED
GRAY	LEFORS ISD	12	.	.	.	.	.	.	.	NONE TESTED
	MCLEAN ISD	23	.	.	.	.	.	.	.	NONE TESTED
	PAMPA ISD	490	13	2.7	5	38.5	16	5	31.3	
GRAYSON	BELLS ISD	87	6	6.9	.	.	.	.	.	< 5-MASKED+
	COLLINSVILLE ISD	65	.	.	.	.	.	.	.	NONE TESTED
	DENISON ISD	479	76	15.9	27	35.5	117	34	29.1	
	GUNTER ISD	89	19	21.3	8	42.1	31	8	25.8	
	HOWE ISD	128	.	.	.	.	.	.	.	< 5-MASKED*
	POTTSBORO ISD	177	7	4.0	5	71.4	9	5	55.6	
	S AND S CONS ISD	98	8	8.2	.	.	.	.	.	< 5-MASKED+
	SHERMAN ISD	588	142	24.1	91	64.1	284	169	59.5	
	TOM BEAN ISD	93	5	5.4	.	.	.	.	.	< 5-MASKED+
	VAN ALSTYNE ISD	131	16	12.2	5	31.3	17	5	29.4	
	WHITESBORO ISD	155	9	5.8	.	.	.	.	.	< 5-MASKED+
	WHITEWRIGHT ISD	75	.	.	.	.	.	.	.	NONE TESTED
GREGG	EAST TEXAS CHART	77	.	.	.	.	.	.	.	NONE TESTED
	GLADEWATER ISD	233	17	7.3	9	52.9	22	9	40.9	
	KILGORE ISD	460	76	16.5	12	15.8	76	12	15.8	
	LONGVIEW ISD	800	157	19.6	96	61.2	365	186	51.0	
	PINE TREE ISD	578	80	13.8	61	76.3	166	117	70.5	
	SABINE ISD	151	.	.	.	.	.	.	.	< 5-MASKED*
	SPRING HILL ISD	222	42	18.9	12	28.6	78	21	26.9	
	WHITE OAK ISD	190	8	4.2	.	.	.	.	.	< 5-MASKED+
GRIMES	ANDERSON-SHIRO C	80	14	17.5	.	.	.	.	.	< 5-MASKED+
	IOLA ISD	66	6	9.1	.	.	.	.	.	< 5-MASKED+
	NAVASOTA ISD	321	37	11.5	18	48.7	57	22	38.6	
	RICHARDS ISD	23	5	21.7	.	.	.	.	.	< 5-MASKED+
GUADALUPE	MARION ISD	169	7	4.1	.	.	.	.	.	< 5-MASKED+
	NAVARRO ISD	120	25	20.8	11	44.0	30	12	40.0	
	SCHERTZ-CIBOLO-U	821	106	12.9	69	65.1	143	89	62.2	
	SEGUIN ISD	662	101	15.3	53	52.5	182	79	43.4	
HALE	ABERNATHY ISD	90	.	.	.	.	.	.	.	NONE TESTED
	COTTON CENTER IS	32	.	.	.	.	.	.	.	NONE TESTED
	HALE CENTER ISD	72	11	15.3	.	.	.	.	.	< 5-MASKED+
	PETERSBURG ISD	43	.	.	.	.	.	.	.	NONE TESTED
	PLAINVIEW ISD	641	66	10.3	16	24.2	119	30	25.2	
HALL	MEMPHIS ISD	66	.	.	.	.	.	.	.	NONE TESTED
	TURKEY-QUITAQUE	33	.	.	.	.	.	.	.	< 5-MASKED*
HAMILTON	HAMILTON ISD	113	24	21.2	13	54.2	27	15	55.6	
	HICO ISD	72	19	26.4	.	.	.	.	.	< 5-MASKED+
HANSFORD	GRUVER ISD	67	7	10.4	.	.	.	.	.	< 5-MASKED+
	SPEARMAN ISD	99	.	.	.	.	.	.	.	< 5-MASKED*
HARDEMAN	CHILLICOTHE ISD	30	.	.	.	.	.	.	.	NONE TESTED
	QUANAH ISD	91	8	8.8	.	.	.	.	.	< 5-MASKED+
HARDIN	HARDIN-JEFFERSON	304	66	21.7	23	34.8	103	34	33.0	
	KOUNTZE ISD	135	16	11.9	.	.	.	.	.	< 5-MASKED+
	LUMBERTON ISD	394	49	12.4	13	26.5	73	17	23.3	
	SILSBEE ISD	412	15	3.6	10	66.7	18	10	55.6	
	WEST HARDIN COUN	95	.	.	.	.	.	.	.	NONE TESTED
HARRIS	ACADEMY OF ACCEL	60	.	.	.	.	.	.	.	NONE TESTED
	ALDINE ISD	4,121	339	8.2	200	59.0	631	314	49.8	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
HARRIS	ALIEF ISD	3,557	533	15.0	280	52.5	1,209	547	45.2	
	ALPHONSO CRUTCH'	185	.	.	.	.	.	.	.	NONE TESTED
	AMERICAN ACADEMY	52	.	.	.	.	.	.	.	NONE TESTED
	BENJI'S SPECIAL	4	.	.	.	.	.	.	.	NONE TESTED
	CALVIN NELMS CHA	72	.	.	.	.	.	.	.	NONE TESTED
	CHANNELVIEW ISD	580	124	21.4	33	26.6	232	45	19.4	
	COMQUEST ACADEMY	28	.	.	.	.	.	.	.	NONE TESTED
	CROSBY ISD	464	130	28.0	51	39.2	246	75	30.5	
	CROSSROADS COMMU	18	.	.	.	.	.	.	.	NONE TESTED
	CYPRESS-FAIRBANK	7,118	1,103	15.5	886	80.3	2,162	1,624	75.1	
	DEER PARK ISD	1,447	176	12.2	115	65.3	330	227	68.8	
	ED WHITE SCHOOL	40	.	.	.	.	.	.	.	NONE TESTED
	GALENA PARK ISD	1,975	186	9.4	80	43.0	270	99	36.7	
	GEORGE I SANCHEZ	117	.	.	.	.	.	.	.	NONE TESTED
	GIRLS & BOYS PRE	65	.	.	.	.	.	.	.	NONE TESTED
	GOOSE CREEK CISD	1,823	249	13.7	121	48.6	463	195	42.1	
	GULF SHORES ACAD	257	.	.	.	.	.	.	.	NONE TESTED
	HARRIS COUNTY JU	15	.	.	.	.	.	.	.	NONE TESTED
	HEIGHTS CHARTER	39	.	.	.	.	.	.	.	NONE TESTED
	HOUSTON CAN ACAD	78	.	.	.	.	.	.	.	NONE TESTED
	HOUSTON ISD	15,408	1,879	12.2	1107	58.9	3,838	2,240	58.4	
	HUFFMAN ISD	311	45	14.5	23	51.1	63	28	44.4	
	HUMBLE ISD	3,291	274	8.3	219	79.9	511	396	77.5	
	JESSE JACKSON AC	41	.	.	.	.	.	.	.	NONE TESTED
	KATY ISD	4,039	749	18.5	610	81.4	1,731	1,337	77.2	
	KLEIN ISD	4,051	549	13.6	416	75.8	976	722	74.0	
	LA PORTE ISD	874	100	11.4	68	68.0	171	107	62.6	
	NORTH FOREST ISD	1,124	56	5.0	6	10.7	64	7	10.9	
	NORTH HOUSTON H	26	.	.	.	.	.	.	.	NONE TESTED
	PASADENA ISD	4,250	213	5.0	120	56.3	304	173	56.9	
	PREPARED TABLE	79	.	.	.	.	.	.	.	NONE TESTED
	RAUL YZAGUIRRE S	25	.	.	.	.	.	.	.	NONE TESTED
	SHELDON ISD	426	44	10.3	6	13.6	67	8	11.9	
	SOUTHWEST HIGH S	175	.	.	.	.	.	.	.	NONE TESTED
	SPRING BRANCH IS	3,365	651	19.3	498	76.5	1,381	1,040	75.3	
	SPRING ISD	2,515	301	12.0	240	79.7	677	465	68.7	
	TOMBALL ISD	854	128	15.0	72	56.3	220	117	53.2	
	WEST HOUSTON CHA	16	.	.	.	.	.	.	.	NONE TESTED
	YES COLLEGE PREP	37	.	.	.	.	.	.	.	NONE TESTED
HARRISON	ELYSIAN FIELDS I	136	.	.	.	.	.	.	.	NONE TESTED
	HALLSVILLE ISD	441	63	14.3	38	60.3	87	45	51.7	
	HARLETON ISD	71	.	.	.	.	.	.	.	NONE TESTED
	KARNACK ISD	38	.	.	.	.	.	.	.	NONE TESTED
	MARSHALL ISD	736	64	8.7	43	67.2	98	61	62.2	
	WASKOM ISD	115	.	.	.	.	.	.	.	NONE TESTED
HARTLEY	CHANNING ISD	17	.	.	.	.	.	.	.	< 5-MASKED*
	HARTLEY ISD	26	.	.	.	.	.	.	.	NONE TESTED
HASKELL	HASKELL CISD	88	5	5.7	.	.	.	.	.	< 5-MASKED+
	PAINT CREEK ISD	14	.	.	.	.	.	.	.	NONE TESTED
	ROCHESTER ISD	21	.	.	.	.	.	.	.	< 5-MASKED*
	RULE ISD	22	.	.	.	.	.	.	.	< 5-MASKED*
HAYS	DRIPPING SPRINGS	387	108	27.9	92	85.2	205	170	82.9	
	HAYS CONS ISD	769	103	13.4	47	45.6	185	74	40.0	
	KATHERINE ANNE P	53	.	.	.	.	.	.	.	NONE TESTED
	SAN MARCOS CONS	718	153	21.3	58	37.9	304	107	35.2	
	WIMBERLEY ISD	262	73	27.9	25	34.3	119	49	41.2	
HEMPHILL	CANADIAN ISD	94	.	.	.	.	.	.	.	< 5-MASKED*
HENDERSON	ATHENS ISD	349	47	13.5	11	23.4	50	11	22.0	
	BROWNSBORO ISD	271	13	4.8	5	38.5	14	5	35.7	
	CROSS ROADS ISD	84	.	.	.	.	.	.	.	NONE TESTED
	EUSTACE ISD	129	21	16.3	.	.	.	.	.	< 5-MASKED+
	LAPOYNOR ISD	60	.	.	.	.	.	.	.	NONE TESTED
	MALAKOFF ISD	127	17	13.4	.	.	.	.	.	< 5-MASKED+
	TRINIDAD ISD	39	.	.	.	.	.	.	.	< 5-MASKED*
HIDALGO	DONNA ISD	856	100	11.7	17	17.0	152	20	13.2	
	EAGLE PROJECT (P	29	.	.	.	.	.	.	.	NONE TESTED
	EDCOUCH-ELSA ISD	519	82	15.8	22	26.8	148	30	20.3	
	EDINBURG CISD	1,802	387	21.5	192	49.6	702	254	36.2	
	HIDALGO ISD	285	100	35.1	64	64.0	173	71	41.0	
	LA JOYA ISD	1,424	162	11.4	116	71.6	249	132	53.0	

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82

TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
HIDALGO	LA VILLA ISD	72	.	.	.	.	.	.	.	NONE TESTED
	MCALLEN ISD	2,136	271	12.7	168	62.0	544	266	48.9	
	MERCEDES ISD	461	46	10.0	9	19.6	71	12	16.9	
	MID-VALLEY ACADE	17	.	.	.	.	.	.	.	NONE TESTED
	MISSION CONS ISD	1,295	149	11.5	58	38.9	252	77	30.6	
	ONE STOP MULTISE	43	.	.	.	.	.	.	.	NONE TESTED
	PHARR-SAN JUAN-A	2,048	308	15.0	189	61.4	610	257	42.1	
	PROGRESO ISD	179	47	26.3	34	72.3	80	38	47.5	
	SENTRY TECHNOLOG	48	.	.	.	.	.	.	.	NONE TESTED
	SHARYLAND ISD	515	54	10.5	35	64.8	83	47	56.6	
	TECHNOLOGY EDUCA	34	.	.	.	.	.	.	.	NONE TESTED
	VALLEY VIEW ISD	187	55	29.4	45	81.8	106	65	61.3	
	WESLACO ISD	1,073	229	21.3	132	57.6	440	164	37.3	
HILL	ABBOTT ISD	29	.	.	.	.	.	.	.	NONE TESTED
	AQUILLA ISD	20	.	.	.	.	.	.	.	NONE TESTED
	BLUM ISD	36	.	.	.	.	.	.	.	NONE TESTED
	BYNUM ISD	25	.	.	.	.	.	.	.	NONE TESTED
	COVINGTON ISD	40	.	.	.	.	.	.	.	NONE TESTED
	HILLSBORO ISD	195	10	5.1	5	50.0	11	5	45.5	
	HUBBARD ISD	63	.	.	.	.	.	.	.	NONE TESTED
	ITASCA ISD	56	.	.	.	.	.	.	.	NONE TESTED
	PENELOPE ISD	24	.	.	.	.	.	.	.	NONE TESTED
	WHITNEY ISD	178	21	11.8	7	33.3	22	8	36.4	
HOCKLEY	ANTON ISD	36	.	.	.	.	.	.	.	NONE TESTED
	LEVELLAND ISD	360	60	16.7	13	21.7	73	15	20.5	
	ROPES ISD	50	9	18.0	.	.	.	.	.	< 5-MASKED+
	SMYER ISD	53	.	.	.	.	.	.	.	< 5-MASKED*
	SUNDOWN ISD	70	.	.	.	.	.	.	.	NONE TESTED
	WHITHARRAL ISD	34	.	.	.	.	.	.	.	NONE TESTED
HOOD	GRANBURY ISD	635	112	17.6	53	47.3	226	89	39.4	
	LIPAN ISD	40	.	.	.	.	.	.	.	NONE TESTED
	TOLAR ISD	61	.	.	.	.	.	.	.	< 5-MASKED*
HOPKINS	COMO-PICKTON CIS	98	.	.	.	.	.	.	.	NONE TESTED
	CUMBY ISD	27	.	.	.	.	.	.	.	NONE TESTED
	MILLER GROVE ISD	36	.	.	.	.	.	.	.	NONE TESTED
	NORTH HOPKINS IS	44	.	.	.	.	.	.	.	NONE TESTED
	SALTILLO ISD	33	.	.	.	.	.	.	.	NONE TESTED
	SULPHUR BLUFF IS	34	.	.	.	.	.	.	.	NONE TESTED
	SULPHUR SPRINGS	467	106	22.7	52	49.1	193	70	36.3	
HOUSTON	CROCKETT ISD	200	10	5.0	.	.	.	.	.	< 5-MASKED+
	GRAPELAND ISD	84	6	7.1	.	.	.	.	.	< 5-MASKED+
	KENNARD ISD	47	.	.	.	.	.	.	.	NONE TESTED
	LATEXO ISD	47	.	.	.	.	.	.	.	< 5-MASKED*
	LOVELADY ISD	75	.	.	.	.	.	.	.	NONE TESTED
HOWARD	BIG SPRING ISD	420	.	.	.	.	.	.	.	NONE TESTED
	COAHOMA ISD	120	.	.	.	.	.	.	.	< 5-MASKED*
	FORSAN ISD	77	.	.	.	.	.	.	.	NONE TESTED
HUDSPETH	DELL CITY ISD	22	.	.	.	.	.	.	.	NONE TESTED
	FT HANCOCK ISD	53	.	.	.	.	.	.	.	NONE TESTED
	SIERRA BLANCA IS	14	.	.	.	.	.	.	.	NONE TESTED
HUNT	BLAND ISD	48	.	.	.	.	.	.	.	NONE TESTED
	BOLES ISD	43	.	.	.	.	.	.	.	NONE TESTED
	CADDO MILLS ISD	105	.	.	.	.	.	.	.	NONE TESTED
	CAMPBELL ISD	36	.	.	.	.	.	.	.	< 5-MASKED*
	CELESTE ISD	66	.	.	.	.	.	.	.	NONE TESTED
	COMMERCE ISD	191	31	16.2	19	61.3	61	33	54.1	
	GREENVILLE ISD	516	88	17.1	30	34.1	132	31	23.5	
	LONE OAK ISD	80	33	41.3	.	.	.	.	.	< 5-MASKED+
	QUINLAN ISD	292	7	2.4	.	.	.	.	.	< 5-MASKED+
	WOLFE CITY ISD	65	.	.	.	.	.	.	.	< 5-MASKED*
HUTCHINSON	BORGER ISD	394	14	3.6	9	64.3	22	10	45.5	
	PLEMONS-STINNETT	88	16	18.2	5	31.3	21	9	42.9	
	SANFORD ISD	128	.	.	.	.	.	.	.	NONE TESTED
IRION	IRION CO ISD	58	18	31.0	8	44.4	46	12	26.1	
JACK	BRYSON ISD	35	.	.	.	.	.	.	.	< 5-MASKED*
	JACKSBORO ISD	116	20	17.2	6	30.0	34	8	23.5	
	PERRIN-WHITT CON	48	20	41.7	6	30.0	28	8	28.6	
JACKSON	EDNA ISD	203	37	18.2	7	18.9	48	7	14.6	
	GANADO ISD	94	.	.	.	.	.	.	.	NONE TESTED
	INDUSTRIAL ISD	163	34	20.9	16	47.1	49	23	46.9	

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
JASPER	BROOKELAND ISD	23	.	.	.	.	.	.	.	< 5-MASKED*
	BUNA ISD	186	6	3.2	.	.	.	.	.	< 5-MASKED+
	EVADALE ISD	47	.	.	.	.	.	.	.	NONE TESTED
	JASPER ISD	342	.	.	.	.	.	.	.	< 5-MASKED*
	KIRBYVILLE CISD	195	9	4.6	.	.	.	.	.	< 5-MASKED+
JEFF DAVIS	FT DAVIS ISD	30	12	40.0	.	.	.	.	.	< 5-MASKED+
	VALENTINE ISD	11	.	.	.	.	.	.	.	NONE TESTED
JEFFERSON	BEAUMONT ISD	1,988	249	12.5	74	29.7	368	106	28.8	
	EAGLE PROJECT (B	29	.	.	.	.	.	.	.	NONE TESTED
	HAMSHIRE-FANNETT	250	15	6.0	8	53.3	26	16	61.5	
	NEDERLAND ISD	666	27	4.1	17	63.0	44	26	59.1	
	PORT ARTHUR ISD	1,046	5	0.5	.	.	.	.	.	< 5-MASKED+
	PORT NECHES-GROV	691	10	1.4	.	.	.	.	.	< 5-MASKED+
	SABINE PASS ISD	13	.	.	.	.	.	.	.	NONE TESTED
JIM HOGG	JIM HOGG COUNTY	158	35	22.2	13	37.1	82	13	15.9	
JIM WELLS	ALICE ISD	654	48	7.3	25	52.1	65	34	52.3	
	BEN BOLT-PALITO	62	12	19.4	.	.	.	.	.	< 5-MASKED+
	ORANGE GROVE ISD	199	26	13.1	.	.	.	.	.	< 5-MASKED+
	PREMONT ISD	115	.	.	.	.	.	.	.	NONE TESTED
JOHNSON	ALVARADO ISD	317	.	.	.	.	.	.	.	< 5-MASKED*
	BURLESON ISD	765	106	13.9	60	56.6	198	80	40.4	
	CLEBURNE ISD	531	34	6.4	20	58.8	44	24	54.6	
	GODLEY ISD	117	20	17.1	.	.	.	.	.	< 5-MASKED+
	GRANDVIEW ISD	110	28	25.5	9	32.1	49	11	22.4	
	JOSHUA ISD	461	36	7.8	14	38.9	47	20	42.6	
	KEENE ISD	56	26	46.4	.	.	.	.	.	< 5-MASKED+
	RIO VISTA ISD	90	.	.	.	.	.	.	.	NONE TESTED
	VENUS ISD	141	21	14.9	.	.	.	.	.	< 5-MASKED+
JONES	ANSON ISD	97	20	20.6	7	35.0	28	7	25.0	
	HAMLIN ISD	77	5	6.5	.	.	.	.	.	< 5-MASKED+
	HAWLEY ISD	100	7	7.0	.	.	.	.	.	< 5-MASKED+
	LUEDERS-AVOCA IS	19	.	.	.	.	.	.	.	NONE TESTED
	STAMFORD ISD	98	.	.	.	.	.	.	.	< 5-MASKED*
KARNES	FALLS CITY ISD	52	.	.	.	.	.	.	.	NONE TESTED
	KARNES CITY ISD	113	15	13.3	8	53.3	26	9	34.6	
	KENEDY ISD	110	.	.	.	.	.	.	.	NONE TESTED
	RUNGE ISD	32	.	.	.	.	.	.	.	< 5-MASKED*
KAUFMAN	CRANDALL ISD	203	.	.	.	.	.	.	.	NONE TESTED
	FORNEY ISD	300	64	21.3	16	25.0	86	18	20.9	
	KAUFMAN ISD	294	33	11.2	11	33.3	58	20	34.5	
	KEMP ISD	141	30	21.3	.	.	.	.	.	< 5-MASKED+
	MABANK ISD	296	44	14.9	8	18.2	63	12	19.0	
	SCURRY-ROSSER IS	91	13	14.3	.	.	.	.	.	< 5-MASKED+
	TERRELL ISD	358	53	14.8	17	32.1	73	18	24.7	
KENDALL	BOERNE ISD	574	249	43.4	123	49.4	601	208	34.6	
	COMFORT ISD	111	15	13.5	13	86.7	19	16	84.2	
KENT	JAYTON-GIRARD IS	21	.	.	.	.	.	.	.	< 5-MASKED*
KERR	CENTER POINT ISD	59	.	.	.	.	.	.	.	NONE TESTED
	HUNT ISD	0	.	.	.	.	.	.	.	NONE TESTED
	INGRAM ISD	165	34	20.6	13	38.2	60	26	43.3	
	KERRVILLE ISD	520	61	11.7	38	62.3	111	50	45.0	
KIMBLE	JUNCTION ISD	99	13	13.1	.	.	.	.	.	< 5-MASKED+
KING	GUTHRIE CSD	9	.	.	.	.	.	.	.	NONE TESTED
KINNEY	BRACKETT ISD	67	.	.	.	.	.	.	.	< 5-MASKED*
KLEBERG	KINGSVILLE ISD	610	34	5.6	17	50.0	46	23	50.0	
	RIVIERA ISD	92	24	26.1	.	.	.	.	.	< 5-MASKED+
	SANTA GERTRUDIS	52	16	30.8	.	.	.	.	.	< 5-MASKED+
KNOX	BENJAMIN ISD	12	.	.	.	.	.	.	.	NONE TESTED
	GOREE ISD	7	.	.	.	.	.	.	.	NONE TESTED
	KNOX CITY-O'BRIE	51	.	.	.	.	.	.	.	< 5-MASKED*
	MUNDAY ISD	43	7	16.3	.	.	.	.	.	< 5-MASKED+
LA SALLE	COTULLA ISD	150	14	9.3	.	.	.	.	.	< 5-MASKED+
LAMAR	CHISUM ISD	85	.	.	.	.	.	.	.	< 5-MASKED*
	NORTH LAMAR ISD	379	55	14.5	25	45.5	113	53	46.9	
	PARIS ISD	322	9	2.8	.	.	.	.	.	< 5-MASKED+
	PRAIRILAND ISD	114	.	.	.	.	.	.	.	NONE TESTED
	ROXTON ISD	20	.	.	.	.	.	.	.	NONE TESTED
LAMB	AMHERST ISD	28	8	28.6	.	.	.	.	.	< 5-MASKED+
	LITTLEFIELD ISD	154	47	30.5	9	19.1	65	11	16.9	
	OLTON ISD	90	8	8.9	.	.	.	.	.	< 5-MASKED+

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

84

TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
LAMB	SPADE ISD	13	.	.	.	.	.	.	.	NONE TESTED
	SPRINGLAKE-EARTH	53	5	9.4	.	.	.	.	.	< 5-MASKED+
	SUDAN ISD	47	20	42.6	.	.	.	.	.	< 5-MASKED+
LAMPASAS	CEDAR RIDGE CHAR	3	.	.	.	.	.	.	.	NONE TESTED
	LAMPASAS ISD	399	15	3.8	8	53.3	20	9	45.0	
	LOMETA ISD	25	.	.	.	.	.	.	.	NONE TESTED
LAVACA	HALLETTSVILLE IS	159	7	4.4	.	.	.	.	.	< 5-MASKED+
	MOULTON ISD	47	.	.	.	.	.	.	.	NONE TESTED
	SHINER ISD	74	8	10.8	.	.	.	.	.	< 5-MASKED+
LEE	DIME BOX ISD	22	.	.	.	.	.	.	.	< 5-MASKED*
	GIDDINGS ISD	212	17	8.0	5	29.4	20	5	25.0	
	LEXINGTON ISD	131	10	7.6	6	60.0	19	7	36.8	
LEON	BUFFALO ISD	94	8	8.5	.	.	.	.	.	< 5-MASKED+
	CENTERVILLE ISD	92	.	.	.	.	.	.	.	< 5-MASKED*
	LEON ISD	92	20	21.7	6	30.0	25	6	24.0	
	NORMANGEE ISD	63	.	.	.	.	.	.	.	NONE TESTED
	OAKWOOD ISD	25	.	.	.	.	.	.	.	NONE TESTED
LIBERTY	CLEVELAND ISD	257	36	14.0	11	30.6	56	16	28.6	
	DAYTON ISD	486	62	12.8	18	29.0	71	19	26.8	
	HARDIN ISD	126	23	18.3	7	30.4	37	10	27.0	
	HULL-DAISETTA IS	90	8	8.9	.	.	.	.	.	< 5-MASKED+
	LIBERTY ISD	295	24	8.1	14	58.3	59	24	40.7	
	TARKINGTON ISD	195	30	15.4	.	.	.	.	.	< 5-MASKED+
LIMESTONE	COOLIDGE ISD	16	5	31.3	.	.	.	.	.	< 5-MASKED+
	GROESBECK ISD	167	39	23.4	14	35.9	49	17	34.7	
	MEXIA ISD	194	37	19.1	7	18.9	53	8	15.1	
LIPSCOMB	BOOKER ISD	56	.	.	.	.	.	.	.	NONE TESTED
	FOLLETT ISD	36	.	.	.	.	.	.	.	NONE TESTED
	HIGGINS ISD	21	.	.	.	.	.	.	.	NONE TESTED
LIVE OAK	GEORGE WEST ISD	168	10	6.0	.	.	.	.	.	< 5-MASKED+
	THREE RIVERS ISD	101	.	.	.	.	.	.	.	NONE TESTED
LLANO	LLANO ISD	170	7	4.1	5	71.4	12	9	75.0	
LUBBOCK	EAGLE PROJECT (L	34	.	.	.	.	.	.	.	NONE TESTED
	FRENSHIP ISD	555	9	1.6	.	.	.	.	.	< 5-MASKED+
	IDALOU ISD	94	7	7.4	.	.	.	.	.	< 5-MASKED+
	LUBBOCK ISD	3,357	344	10.2	173	50.3	566	272	48.1	
	LUBBOCK-COOPER I	233	24	10.3	5	20.8	27	5	18.5	
	LUBBOCK-RICHARD	71	.	.	.	.	.	.	.	NONE TESTED
	NEW DEAL ISD	91	.	.	.	.	.	.	.	NONE TESTED
	ROOSEVELT ISD	121	.	.	.	.	.	.	.	< 5-MASKED*
	SHALLOWATER ISD	163	21	12.9	9	42.9	27	9	33.3	
	SLATON ISD	145	12	8.3	.	.	.	.	.	< 5-MASKED+
	SOUTH PLAINS	61	.	.	.	.	.	.	.	NONE TESTED
LYNN	NEW HOME ISD	37	.	.	.	.	.	.	.	NONE TESTED
	O'DONNELL ISD	51	.	.	.	.	.	.	.	NONE TESTED
	TAHOKA ISD	88	26	29.5	.	.	.	.	.	< 5-MASKED+
	WILSON ISD	26	.	.	.	.	.	.	.	NONE TESTED
MADISON	MADISONVILLE CON	205	10	4.9	.	.	.	.	.	< 5-MASKED+
	NORTH ZULCH ISD	36	10	27.8	.	.	.	.	.	< 5-MASKED+
MARION	JEFFERSON ISD	156	21	13.5	.	.	.	.	.	< 5-MASKED+
MARTIN	GRADY ISD	37	.	.	.	.	.	.	.	NONE TESTED
	STANTON ISD	89	.	.	.	.	.	.	.	< 5-MASKED*
MASON	MASON ISD	89	19	21.3	5	26.3	24	5	20.8	
MATAGORDA	BAY CITY ISD	446	48	10.8	33	68.8	86	49	57.0	
	PALACIOS ISD	210	32	15.2	12	37.5	51	13	25.5	
	TIDEHAVEN ISD	89	.	.	.	.	.	.	.	NONE TESTED
	VAN VLECK ISD	120	30	25.0	7	23.3	46	12	26.1	
MAVERICK	EAGLE PASS ISD	1,159	202	17.4	115	56.9	344	130	37.8	
MCCULLOCH	BRADY ISD	129	.	.	.	.	.	.	.	NONE TESTED
	LOHN ISD	16	.	.	.	.	.	.	.	NONE TESTED
	ROCHELLE ISD	23	.	.	.	.	.	.	.	NONE TESTED
MCLENNAN	AXTELL ISD	70	.	.	.	.	.	.	.	NONE TESTED
	BOSQUEVILLE ISD	50	19	38.0	.	.	.	.	.	< 5-MASKED+
	BRUCEVILLE-EDDY	90	24	26.7	8	33.3	29	8	27.6	
	CHINA SPRING ISD	176	42	23.9	18	42.9	49	20	40.8	
	CONNALLY ISD	260	25	9.6	18	72.0	45	20	44.4	
	CRAWFORD ISD	88	7	8.0	.	.	.	.	.	< 5-MASKED+
	EAGLE PROJECT (W	17	.	.	.	.	.	.	.	NONE TESTED
	LA VEGA ISD	198	9	4.5	.	.	.	.	.	< 5-MASKED+
	LORENA ISD	173	13	7.5	8	61.5	25	14	56.0	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE 6-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
MCLENNAN	MART ISD	79	.	.	.	.	.	.	.	NONE TESTED
	MCGREGOR ISD	136	14	10.3	.	.	.	.	.	< 5-MASKED+
	MIDWAY ISD	751	111	14.8	90	81.1	208	169	81.3	
	MOODY ISD	74	7	9.5	.	.	.	.	.	< 5-MASKED+
	RIESEL ISD	68	36	52.9	9	25.0	107	17	15.9	
	ROBINSON ISD	255	24	9.4	.	.	.	.	.	< 5-MASKED+
	WACO ISD	1,066	161	15.1	49	30.4	295	78	26.4	
	WEST ISD	192	10	5.2	5	50.0	14	5	35.7	
MCMULLEN	MCMULLEN COUNTY	21	.	.	.	.	.	.	.	NONE TESTED
MEDINA	D'HANIS ISD	27	.	.	.	.	.	.	.	< 5-MASKED*
	DEVINE ISD	218	.	.	.	.	.	.	.	< 5-MASKED*
	HONDO ISD	216	11	5.1	.	.	.	.	.	< 5-MASKED+
	MEDINA VALLEY IS	346	18	5.2	.	.	.	.	.	< 5-MASKED+
	NATALIA ISD	94	10	10.6	.	.	.	.	.	< 5-MASKED+
MENARD	MENARD ISD	70	.	.	.	.	.	.	.	NONE TESTED
MIDLAND	EAGLE PROJECT (M	25	.	.	.	.	.	.	.	NONE TESTED
	GREENWOOD ISD	219	15	6.8	5	33.3	18	5	27.8	
	MIDLAND ISD	2,592	100	3.9	78	78.0	178	139	78.1	
	MIDLAND-RICHARD	13	.	.	.	.	.	.	.	NONE TESTED
MILAM	BUCKHOLTS ISD	21	.	.	.	.	.	.	.	NONE TESTED
	CAMERON ISD	225	16	7.1	.	.	.	.	.	< 5-MASKED+
	MILANO ISD	72	.	.	.	.	.	.	.	NONE TESTED
	ROCKDALE ISD	190	13	6.8	.	.	.	.	.	< 5-MASKED+
	THORNDALE ISD	68	15	22.1	.	.	.	.	.	< 5-MASKED+
MILLS	GOLDTHWAITE ISD	62	8	12.9	.	.	.	.	.	< 5-MASKED+
	MULLIN ISD	16	.	.	.	.	.	.	.	NONE TESTED
	PRIDDY ISD	12	.	.	.	.	.	.	.	NONE TESTED
	STAR ISD	15	.	.	.	.	.	.	.	NONE TESTED
MITCHELL	COLORADO ISD	141	.	.	.	.	.	.	.	NONE TESTED
	LORAINE ISD	19	.	.	.	.	.	.	.	NONE TESTED
	WESTBROOK ISD	22	.	.	.	.	.	.	.	NONE TESTED
MONTAGUE	BOWIE ISD	158	20	12.7	.	.	.	.	.	< 5-MASKED+
	FORESTBURG ISD	12	.	.	.	.	.	.	.	NONE TESTED
	GOLD BURG ISD	22	.	.	.	.	.	.	.	NONE TESTED
	NOCONA ISD	95	9	9.5	7	77.8	12	9	75.0	
	PRAIRIE VALLEY I	19	.	.	.	.	.	.	.	NONE TESTED
	SAINT JO ISD	53	19	35.8	.	.	.	.	.	< 5-MASKED+
MONTGOMERY	CONROE ISD	3,780	536	14.2	466	86.9	1,212	964	79.5	
	MAGNOLIA ISD	690	124	18.0	46	37.1	280	72	25.7	
	MONTGOMERY ISD	395	46	11.6	28	60.9	91	51	56.0	
	NEW CANEY ISD	526	21	4.0	.	.	.	.	.	< 5-MASKED+
	SPLENDORA ISD	249	5	2.0	.	.	.	.	.	< 5-MASKED+
	WILLIS ISD	438	46	10.5	14	30.4	103	16	15.5	
MOORE	DUMAS ISD	407	52	12.8	.	.	.	.	.	< 5-MASKED+
	SUNRAY ISD	99	9	9.1	.	.	.	.	.	< 5-MASKED+
MORRIS	DAINGERFIELD-LON	185	31	16.8	6	19.3	33	7	21.2	
	PEWITT ISD	101	14	13.9	.	.	.	.	.	< 5-MASKED+
MOTLEY	MOTLEY COUNTY IS	37	.	.	.	.	.	.	.	NONE TESTED
NACOGDOCHES	CENTRAL HEIGHTS	56	6	10.7	.	.	.	.	.	< 5-MASKED+
	CHIRENO ISD	44	.	.	.	.	.	.	.	NONE TESTED
	CUSHING ISD	52	14	26.9	6	42.9	25	10	40.0	
	DOUGLASS ISD	33	.	.	.	.	.	.	.	NONE TESTED
	GARRISON ISD	79	21	26.6	.	.	.	.	.	< 5-MASKED+
	MARTINSVILLE ISD	29	.	.	.	.	.	.	.	NONE TESTED
	NACOGDOCHES ISD	688	97	14.1	54	55.7	149	86	57.7	
	WODEN ISD	82	.	.	.	.	.	.	.	NONE TESTED
NAVARRO	BLOOMING GROVE I	83	.	.	.	.	.	.	.	NONE TESTED
	CORSICANA ISD	475	24	5.1	16	66.7	43	23	53.5	
	DAWSON ISD	49	.	.	.	.	.	.	.	NONE TESTED
	FROST ISD	50	.	.	.	.	.	.	.	NONE TESTED
	KERENS ISD	75	.	.	.	.	.	.	.	< 5-MASKED*
	MILDRED ISD	55	.	.	.	.	.	.	.	NONE TESTED
	RICE ISD	56	.	.	.	.	.	.	.	NONE TESTED
NEWTON	BURKEVILLE ISD	36	.	.	.	.	.	.	.	NONE TESTED
	DEWEYVILLE ISD	78	.	.	.	.	.	.	.	NONE TESTED
	NEWTON ISD	165	24	14.5	.	.	.	.	.	< 5-MASKED+
NOLAN	BLACKWELL CONS I	25	14	56.0	.	.	.	.	.	< 5-MASKED+
	HIGHLAND ISD	32	.	.	.	.	.	.	.	< 5-MASKED*
	ROSCOE ISD	58	.	.	.	.	.	.	.	NONE TESTED
	SWEETWATER ISD	273	31	11.4	9	29.0	34	11	32.3	

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86

TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
NUECES	ACADEMY OF TRANS	23	.	.	.	.	.	.	.	NONE TESTED
	AGUA DULCE ISD	54	5	9.3	.	.	.	.	.	< 5-MASKED+
	BANQUETE ISD	102	16	15.7	.	.	.	.	.	< 5-MASKED+
	BISHOP CONS ISD	155	12	7.7	7	58.3	23	11	47.8	
	CALALLEN ISD	612	162	26.5	101	62.4	323	184	57.0	
	COASTAL BEND YOU	2	.	.	.	.	.	.	.	NONE TESTED
	CORPUS CHRISTI I	3,863	595	15.4	307	51.6	1,028	447	43.5	
	CORPUS CHRISTI-R	62	.	.	.	.	.	.	.	NONE TESTED
	FLOUR BLUFF ISD	597	145	24.3	75	51.7	248	110	44.3	
	PORT ARANSAS ISD	70	13	18.6	6	46.1	16	6	37.5	
	ROBSTOWN ISD	414	109	26.3	11	10.1	184	11	6.0	
	TULOSO-MIDWAY IS	368	70	19.0	25	35.7	136	37	27.2	
	WEST OSO ISD	163	11	6.7	.	.	.	.	.	< 5-MASKED+
	XXI CENTURY ACAD	5	.	.	.	.	.	.	.	NONE TESTED
OCHILTREE	PERRYTON ISD	206	40	19.4	11	27.5	70	13	18.6	
OLDHAM	ADRIAN ISD	8	.	.	.	.	.	.	.	NONE TESTED
	BOYS RANCH ISD	55	.	.	.	.	.	.	.	NONE TESTED
	VEGA ISD	56	.	.	.	.	.	.	.	NONE TESTED
ORANGE	BRIDGE CITY ISD	324	15	4.6	6	40.0	18	6	33.3	
	LITTLE CYPRESS-M	470	25	5.3	14	56.0	36	15	41.7	
	ORANGEFIELD ISD	198	12	6.1	7	58.3	20	11	55.0	
	VIDOR ISD	559	26	4.7	13	50.0	29	16	55.2	
	WEST ORANGE-COVE	412	.	.	.	.	.	.	.	NONE TESTED
PALO PINTO	GORDON ISD	26	.	.	.	.	.	.	.	NONE TESTED
	GRAFORD ISD	43	.	.	.	.	.	.	.	NONE TESTED
	MINERAL WELLS IS	347	13	3.7	7	53.9	13	7	53.9	
	SANTO ISD	48	.	.	.	.	.	.	.	NONE TESTED
	STRAWN ISD	28	.	.	.	.	.	.	.	NONE TESTED
PANOLA	BECKVILLE ISD	52	.	.	.	.	.	.	.	NONE TESTED
	CARTHAGE ISD	359	19	5.3	11	57.9	46	24	52.2	
	GARY ISD	23	.	.	.	.	.	.	.	NONE TESTED
	PANOLA CHARTER S	33	.	.	.	.	.	.	.	NONE TESTED
PARKER	ALEDO ISD	334	87	26.0	36	41.4	170	54	31.8	
	BROCK ISD	93	.	.	.	.	.	.	.	NONE TESTED
	MILLSAP ISD	82	.	.	.	.	.	.	.	NONE TESTED
	PEASTER ISD	99	14	14.1	8	57.1	17	8	47.1	
	POOLVILLE ISD	36	.	.	.	.	.	.	.	< 5-MASKED*
	SPRINGTOWN ISD	323	18	5.6	11	61.1	33	15	45.5	
	WEATHERFORD ISD	716	129	18.0	60	46.5	207	87	42.0	
PARMER	BOVINA ISD	64	.	.	.	.	.	.	.	NONE TESTED
	FARWELL ISD	58	.	.	.	.	.	.	.	NONE TESTED
	FRIONA ISD	138	47	34.1	18	38.3	73	22	30.1	
	LAZBUDDIE ISD	28	.	.	.	.	.	.	.	< 5-MASKED*
PECOS	BUENA VISTA ISD	14	.	.	.	.	.	.	.	NONE TESTED
	FT STOCKTON ISD	278	6	2.2	.	.	.	.	.	< 5-MASKED+
	IRAAN-SHEFFIELD	82	15	18.3	9	60.0	25	13	52.0	
POLK	BIG SANDY ISD	45	.	.	.	.	.	.	.	NONE TESTED
	CORRIGAN-CAMDEN	111	33	29.7	5	15.2	43	7	16.3	
	GOODRICH ISD	30	.	.	.	.	.	.	.	NONE TESTED
	LEGGETT ISD	23	.	.	.	.	.	.	.	NONE TESTED
	LIVINGSTON ISD	457	49	10.7	24	49.0	92	35	38.0	
POTTER	AMARILLO ISD	2,979	291	9.8	173	59.5	527	311	59.0	
	HIGHLAND PARK IS	84	.	.	.	.	.	.	.	< 5-MASKED*
	RIVER ROAD ISD	202	.	.	.	.	.	.	.	NONE TESTED
PRESIDIO	MARFA ISD	62	10	16.1	5	50.0	13	7	53.9	
	PRESIDIO ISD	168	66	39.3	43	65.2	101	53	52.5	
RAINS	RAINS ISD	184	.	.	.	.	.	.	.	< 5-MASKED*
RANDALL	CANYON ISD	901	114	12.7	66	57.9	212	118	55.7	
REAGAN	REAGAN COUNTY IS	98	17	17.3	.	.	.	.	.	< 5-MASKED+
REAL	LEAKEY ISD	29	.	.	.	.	.	.	.	NONE TESTED
RED RIVER	AVERY ISD	36	.	.	.	.	.	.	.	NONE TESTED
	CLARKSVILLE ISD	147	10	6.8	.	.	.	.	.	< 5-MASKED+
	DETROIT ISD	52	.	.	.	.	.	.	.	NONF TESTED
	RIVERCREST ISD	69	.	.	.	.	.	.	.	NONE TESTED
REEVES	BALMORHEA ISD	39	18	46.2	.	.	.	.	.	< 5-MASKED+
	PECOS-BARSTOW-TO	337	14	4.2	6	42.9	15	6	40.0	
REFUGIO	AUSTWELL-TIVOLI	16	.	.	.	.	.	.	.	NONE TESTED
	REFUGIO ISD	96	10	10.4	.	.	.	.	.	< 5-MASKED+
	WOODSBORO ISD	68	21	30.9	.	.	.	.	.	< 5-MASKED+
ROBERTS	MIAMI ISD	28	.	.	.	.	.	.	.	NONE TESTED

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-1

ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
ROBERTSON	BREMOND ISD	63	.	.	.	.	.	.	.	NONE TESTED
	CALVERT ISD	25	.	.	.	.	.	.	.	NONE TESTED
	FRANKLIN ISD	106	16	15.1	.	.	.	.	.	< 5-MASKED+
	HEARNE ISD	120	26	21.7	.	.	.	.	.	< 5-MASKED+
ROCKWALL	ROCKWALL ISD	1,019	188	18.4	100	53.2	330	136	41.2	
	ROYSE CITY ISD	161	12	7.5	7	58.3	18	8	44.4	
RUNNELS	BALLINGER ISD	157	.	.	.	.	.	.	.	NONE TESTED
	MILES ISD	67	10	14.9	.	.	.	.	.	< 5-MASKED+
	WINTERS ISD	95	.	.	.	.	.	.	.	< 5-MASKED*
RUSK	CARLISLE ISD	52	9	17.3	.	.	.	.	.	< 5-MASKED+
	HENDERSON ISD	401	13	3.2	9	69.2	19	10	52.6	
	LANEVILLE ISD	16	.	.	.	.	.	.	.	NONE TESTED
	LEVERETTS CHAPEL	21	.	.	.	.	.	.	.	NONE TESTED
	MOUNT ENTERPRISE	45	9	20.0	6	66.7	9	6	66.7	
	OVERTON ISD	55	.	.	.	.	.	.	.	NONE TESTED
	TATUM ISD	198	23	11.6	13	56.5	41	17	41.5	
	WEST RUSK ISD	115	12	10.4	.	.	.	.	.	< 5-MASKED+
SABINE	HEMPHILL ISD	115	18	15.7	.	.	.	.	.	< 5-MASKED+
	WEST SABINE ISD	65	30	46.2	.	.	.	.	.	< 5-MASKED+
SAN AUGUSTI	BROADDUS ISD	39	.	.	.	.	.	.	.	NONE TESTED
	SAN AUGUSTINE IS	109	.	.	.	.	.	.	.	NONE TESTED
SAN JACINTO	COLDSPRING-OAKHU	186	.	.	.	.	.	.	.	< 5-MASKED*
	SHEPHERD ISD	179	.	.	.	.	.	.	.	NONE TESTED
SAN PATRICI	ARANSAS PASS ISD	190	17	8.9	5	29.4	36	8	22.2	
	GREGORY-PORTLAND	503	105	20.9	46	43.8	237	112	47.3	
	INGLESIDE ISD	182	6	3.3	.	.	.	.	.	< 5-MASKED+
	MATHIS ISD	240	34	14.2	11	32.3	66	13	19.7	
	ODEM-EDROY ISD	133	5	3.8	.	.	.	.	.	< 5-MASKED+
	SINTON ISD	241	24	10.0	12	50.0	39	13	33.3	
	TAFT ISD	161	22	13.7	.	.	.	.	.	< 5-MASKED+
SAN SABA	CHEROKEE ISD	17	7	41.2	.	.	.	.	.	< 5-MASKED+
	RICHLAND SPRINGS	21	.	.	.	.	.	.	.	NONE TESTED
	SAN SABA ISD	103	.	.	.	.	.	.	.	NONE TESTED
SCHLEICHER	SCHLEICHER ISD	93	.	.	.	.	.	.	.	NONE TESTED
SCURRY	HERMLEIGH ISD	15	.	.	.	.	.	.	.	NONE TESTED
	IRA ISD	22	.	.	.	.	.	.	.	NONE TESTED
	SNYDER ISD	325	18	5.5	5	27.8	18	5	27.8	
SHACKELFORD	ALBANY ISD	80	27	33.8	5	18.5	30	5	16.7	
	MORAN ISD	13	.	.	.	.	.	.	.	NONE TESTED
SHELBY	CENTER ISD	218	.	.	.	.	.	.	.	< 5-MASKED*
	JOAQUIN ISD	62	7	11.3	.	.	.	.	.	< 5-MASKED+
	SHELBYVILLE ISD	74	.	.	.	.	.	.	.	< 5-MASKED*
	TENAHA ISD	43	.	.	.	.	.	.	.	NONE TESTED
	TIMPSON ISD	72	.	.	.	.	.	.	.	NONE TESTED
SHERMAN	STRATFORD ISD	69	.	.	.	.	.	.	.	< 5-MASKED*
	TEXHOMA ISD	40	.	.	.	.	.	.	.	NONE TESTED
SMITH	ARP ISD	108	22	20.4	.	.	.	.	.	< 5-MASKED+
	BULLARD ISD	148	9	6.1	7	77.8	15	12	80.0	
	CHAPEL HILL ISD	403	40	9.9	14	35.0	61	18	29.5	
	EAGLE PROJECT (T	41	.	.	.	.	.	.	.	NONE TESTED
	LINDALE ISD	284	38	13.4	15	39.5	62	20	32.3	
	TROUP ISD	101	15	14.9	.	.	.	.	.	< 5-MASKED+
	TYLER ISD	1,781	147	8.3	79	53.7	215	107	49.8	
	WHITEHOUSE ISD	495	38	7.7	23	60.5	51	27	52.9	
	WINONA ISD	118	.	.	.	.	.	.	.	NONE TESTED
SOMERVELL	BRAZOS RIVER CHA	16	.	.	.	.	.	.	.	NONE TESTED
	GLEN ROSE ISD	192	25	13.0	15	60.0	39	25	64.1	
STARR	RIO GRANDE CITY	672	119	17.7	46	38.7	253	59	23.3	
	ROMA ISD	577	6	1.0	.	.	.	.	.	< 5-MASKED+
	SAN ISIDRO ISD	30	.	.	.	.	.	.	.	NONE TESTED
STEPHENS	BRECKENRIDGE ISD	216	.	.	.	.	.	.	.	< 5-MASKED*
STERLING	STERLING CITY IS	34	.	.	.	.	.	.	.	NONE TESTED
STONEWALL	ASPERMONT ISD	38	.	.	.	.	.	.	.	< 5-MASKED*
SUTTON	SONORA ISD	111	8	7.2	.	.	.	.	.	< 5-MASKED+
SWISHER	HAPPY ISD	34	.	.	.	.	.	.	.	NONE TESTED
	KRESS ISD	55	.	.	.	.	.	.	.	< 5-MASKED*
	TULIA ISD	144	.	.	.	.	.	.	.	NONE TESTED
TARRANT	ARLINGTON ISD	5,562	730	13.1	497	68.1	1,549	951	61.4	
	AZLE ISD	636	106	16.7	44	41.5	233	82	35.2	
	BIRDVILLE ISD	2,232	272	12.2	138	50.7	434	185	42.6	

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TABLE B-1
ADVANCED PLACEMENT (AP) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
TARRANT	CARROLL ISD	831	284	34.2	227	79.9	654	486	74.3	
	CASTLEBERRY ISD	321	32	10.0	8	25.0	51	13	25.5	
	CROWLEY ISD	1,086	195	18.0	106	54.4	341	168	49.3	
	EAGLE MT-SAGINAW	699	73	10.4	38	52.1	131	51	38.9	
	EAGLE PROJECT (F	35	.	.	.	.	.	.	.	NONE TESTED
	ERATH EXCELS ACA	42	.	.	.	.	.	.	.	NONE TESTED
	EVERMAN ISD	287	15	5.2	5	33.3	26	8	30.8	
	FORT WORTH CAN A	61	.	.	.	.	.	.	.	NONE TESTED
	FORT WORTH ISD	6,956	1,049	15.1	507	48.3	2,198	903	41.1	
	GRAPEVINE-COLLEY	1,746	636	36.4	431	67.8	1,643	962	58.6	
	HURST-EULESS-BED	2,431	358	14.7	179	50.0	686	317	46.2	
	KELLER ISD	1,861	226	12.1	90	39.8	381	134	35.2	
	KENNEDALE ISD	261	30	11.5	12	40.0	42	17	40.5	
	LAKE WORTH ISD	200	19	9.5	9	47.4	32	13	40.6	
	MANSFIELD ISD	1,417	153	10.8	113	73.9	276	197	71.4	
	MASONIC HOME ISD	17	12	70.6	.	.	.	.	.	< 5-MASKED+
	THERESA B LEE AC	57	.	.	.	.	.	.	.	NONE TESTED
	TREETOPS SCHOOL	31	5	16.1	.	.	.	.	.	< 5-MASKED+
	WHITE SETTLEMENT	470	73	15.5	22	30.1	135	39	28.9	
TAYLOR	ABILENE ISD	1,867	286	15.3	159	55.6	480	261	54.4	
	EAGLE PROJECT (A	19	.	.	.	.	.	.	.	NONE TESTED
	JIM NED CONS ISD	139	38	27.3	10	26.3	45	12	26.7	
	MERKEL ISD	174	.	.	.	.	.	.	.	NONE TESTED
	TRENT ISD	21	.	.	.	.	.	.	.	NONE TESTED
	WYLIE ISD	342	32	9.4	26	81.3	45	34	75.6	
TERRELL	TERRELL COUNTY I	24	.	.	.	.	.	.	.	NONE TESTED
TERRY	BROWNFIELD ISD	250	.	.	.	.	.	.	.	NONE TESTED
	MEADOW ISD	38	.	.	.	.	.	.	.	NONE TESTED
	WELLMAN-UNION CO	26	.	.	.	.	.	.	.	NONE TESTED
THROCKMORTO	THROCKMORTON ISD	35	.	.	.	.	.	.	.	NONE TESTED
	WOODSON ISD	26	.	.	.	.	.	.	.	< 5-MASKED*
TITUS	CHAPEL HILL ISD	101	.	.	.	.	.	.	.	NONE TESTED
	MOUNT PLEASANT I	441	55	12.5	22	40.0	87	24	27.6	
TOM GREEN	CHRISTOVAL ISD	49	.	.	.	.	.	.	.	NONE TESTED
	GRAPE CREEK ISD	125	.	.	.	.	.	.	.	< 5-MASKED*
	SAN ANGELO ISD	1,885	144	7.6	85	59.0	224	119	53.1	
	VERIBEST ISD	17	.	.	.	.	.	.	.	NONE TESTED
	WALL ISD	130	.	.	.	.	.	.	.	NONE TESTED
	WATER VALLEY ISD	49	8	16.3	.	.	.	.	.	< 5-MASKED+
TRAVIS	AMERICAN YOUTH W	110	.	.	.	.	.	.	.	NONE TESTED
	AUSTIN ISD	7,129	1,785	25.0	1015	56.9	3,894	1,831	47.0	
	DEL VALLE ISD	497	25	5.0	5	20.0	26	5	19.2	
	EANES ISD	1,040	519	49.9	423	81.5	1,358	1,047	77.1	
	FRUIT OF EXCELLE	2	.	.	.	.	.	.	.	NONE TESTED
	LAGO VISTA ISD	96	28	29.2	17	60.7	60	26	43.3	
	LAKE TRAVIS ISD	507	117	23.1	92	78.6	242	185	76.5	
	MANOR ISD	234	14	6.0	5	35.7	14	5	35.7	
	PFLUGERVILLE ISD	1,531	225	14.7	146	64.9	415	256	61.7	
	STAR CHARTER SCH	14	.	.	.	.	.	.	.	< 5-MASKED*
	UNIVERSITY CHART	2	.	.	.	.	.	.	.	NONE TESTED
TRINITY	APPLE SPRINGS IS	28	.	.	.	.	.	.	.	NONE TESTED
	CENTERVILLE ISD	19	.	.	.	.	.	.	.	NONE TESTED
	GROVETON ISD	71	.	.	.	.	.	.	.	NONE TESTED
	TRINITY ISD	134	.	.	.	.	.	.	.	NONE TESTED
TYLER	CHESTER ISD	30	.	.	.	.	.	.	.	NONE TESTED
	COLMESNEIL ISD	66	.	.	.	.	.	.	.	NONE TESTED
	SPURGER ISD	36	6	16.7	.	.	.	.	.	< 5-MASKED+
	WARREN ISD	102	.	.	.	.	.	.	.	NONE TESTED
	WOODVILLE ISD	144	7	4.9	.	.	.	.	.	< 5-MASKED+
UPSHUR	BIG SANDY ISD	69	5	7.2	.	.	.	.	.	< 5-MASKED+
	GILMER ISD	266	20	7.5	9	45.0	24	10	41.7	
	HARMONY ISD	110	24	21.8	5	20.8	27	5	18.5	
	NEW DIANA ISD	100	18	18.0	.	.	.	.	.	< 5-MASKED+
	ORE CITY ISD	81	7	8.6	.	.	.	.	.	< 5-MASKED+
	UNION GROVE ISD	76	6	7.9	.	.	.	.	.	< 5-MASKED+
	UNION HILL ISD	19	.	.	.	.	.	.	.	NONE TESTED
UPTON	MCCAMEY ISD	71	.	.	.	.	.	.	.	< 5-MASKED*
	RANKIN ISD	48	.	.	.	.	.	.	.	NONE TESTED
UVALDE	GABRIEL TAFOLLA	23	.	.	.	.	.	.	.	NONE TESTED
	KNIPPA ISD	26	.	.	.	.	.	.	.	NONE TESTED

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COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP	% OF STUDENTS TAKING AT LEAST ONE AP	# OF XNEES WITH AT LEAST ONE SCORE>=3	% OF XNEES WITH AT LEAST ONE SCORE>=3	# OF TOTAL EXAMS	# OF EXAM SCORES >=3	% OF EXAM SCORES >=3	***NOTE****
UVALDE	SABINAL ISD	48	20	41.7	.	.	.	.	.	< 5-MASKED+
	UTOPIA ISD	25	.	.	.	.	.	.	.	NONE TESTED
	UVALDE CONS ISD	483	67	13.9	40	59.7	99	48	48.5	
VAL VERDE	COMSTOCK ISD	17	.	.	.	.	.	.	.	NONE TESTED
	EAGLE PROJECT (D	37	.	.	.	.	.	.	.	NONE TESTED
	SAN FELIPE-DEL R	934	114	12.2	41	36.0	204	66	32.3	
VAN ZANDT	CANTON ISD	233	20	8.6	5	25.0	26	6	23.1	
	EDGEWOOD ISD	95	.	.	.	.	.	.	.	NONE TESTED
	FRUITVALE ISD	25	.	.	.	.	.	.	.	NONE TESTED
	GRAND SALINE ISD	113	.	.	.	.	.	.	.	NONE TESTED
	MARTINS MILL ISD	43	.	.	.	.	.	.	.	< 5-MASKED*
	RANCH ACADEMY	17	.	.	.	.	.	.	.	NONE TESTED
	VAN ISD	229	10	4.4	.	.	.	.	.	< 5-MASKED+
	WILLS POINT ISD	276	22	8.0	7	31.8	32	8	25.0	
VICTORIA	BLOOMINGTON ISD	82	15	18.3	.	.	.	.	.	< 5-MASKED+
	VICTORIA ISD	1,463	84	5.7	47	56.0	148	75	50.7	
WALKER	HUNTSVILLE ISD	671	60	8.9	41	68.3	117	67	57.3	
	NEW WAVERLY ISD	86	.	.	.	.	.	.	.	< 5-MASKED*
	RAVEN SCHOOL	12	.	.	.	.	.	.	.	NONE TESTED
WALLER	HEMPSTEAD ISD	122	16	13.1	.	.	.	.	.	< 5-MASKED+
	ROYAL ISD	121	.	.	.	.	.	.	.	< 5-MASKED*
	WALLER ISD	507	22	4.3	11	50.0	23	11	47.8	
WARD	GRANDFALLS-ROYAL	16	.	.	.	.	.	.	.	NONE TESTED
	MONAHANS-WICKETT	278	40	14.4	17	42.5	46	18	39.1	
WASHINGTON	BRENHAM ISD	615	53	8.6	19	35.8	58	21	36.2	
	BURTON ISD	51	.	.	.	.	.	.	.	< 5-MASKED*
WEBB	EAGLE PROJECT (L	41	.	.	.	.	.	.	.	NONE TESTED
	GATEWAY (STUDENT	58	.	.	.	.	.	.	.	NONE TESTED
	LAREDO ISD	1,999	519	26.0	265	51.1	880	297	33.8	
	UNITED ISD	2,383	364	15.3	211	58.0	549	242	44.1	
	WEBB CONS ISD	45	5	11.1	5	100.0	7	6	85.7	
WHARTON	BOLING ISD	107	13	12.1	.	.	.	.	.	< 5-MASKED+
	EAST BERNARD ISD	127	.	.	.	.	.	.	.	NONE TESTED
	EL CAMPO ISD	476	78	16.4	19	24.4	116	20	17.2	
	LOUISE ISD	71	5	7.0	.	.	.	.	.	< 5-MASKED+
	WHARTON ISD	318	.	.	.	.	.	.	.	NONE TESTED
WHEELER	ALLISON ISD	12	.	.	.	.	.	.	.	< 5-MASKED*
	FORT ELLIOTT CON	16	.	.	.	.	.	.	.	NONE TESTED
	SHAMROCK ISD	56	.	.	.	.	.	.	.	NONE TESTED
	WHEELER ISD	40	5	12.5	.	.	.	.	.	< 5-MASKED+
WICHITA	BRIGHT IDEAS CHA	4	.	.	.	.	.	.	.	NONE TESTED
	BURKBURNETT ISD	453	70	15.5	34	48.6	110	47	42.7	
	ELECTRA ISD	79	.	.	.	.	.	.	.	< 5-MASKED*
	IOWA PARK CONS I	304	21	6.9	6	28.6	27	6	22.2	
	WICHITA FALLS IS	1,694	416	24.6	187	45.0	886	337	38.0	
WILBARGER	HARROLD ISD	17	.	.	.	.	.	.	.	< 5-MASKED*
	NORTHSIDE ISD	12	.	.	.	.	.	.	.	NONE TESTED
	VERNON ISD	256	27	10.5	17	63.0	30	19	63.3	
WILLACY	LYFORD CISD	180	28	15.6	.	.	.	.	.	< 5-MASKED+
	RAYMONDVILLE ISD	298	26	8.7	13	50.0	49	17	34.7	
	SAN PERLITA ISD	22	.	.	.	.	.	.	.	NONE TESTED
WILLIAMSON	FLORENCE ISD	93	.	.	.	.	.	.	.	NONE TESTED
	GEORGETOWN ISD	991	140	14.1	107	76.4	212	161	75.9	
	GRANGER ISD	61	.	.	.	.	.	.	.	NONE TESTED
	HUTTO ISD	128	5	3.9	.	.	.	.	.	< 5-MASKED+
	JARRELL ISD	87	27	31.0	.	.	.	.	.	< 5-MASKED+
	LEANDER ISD	1,411	187	13.3	127	67.9	343	207	60.4	
	LIBERTY HILL ISD	157	36	22.9	9	25.0	57	13	22.8	
	ROUND ROCK ISD	3,479	1,041	29.9	762	73.2	2,526	1,690	66.9	
	TAYLOR ISD	301	46	15.3	25	54.4	124	58	46.8	
	THRALL ISD	54	.	.	.	.	.	.	.	NONE TESTED
WILSON	FLORESVILLE ISD	370	27	7.3	10	37.0	32	11	34.4	
	LA VERNIA ISD	250	26	10.4	22	84.6	30	26	86.7	
	POTH ISD	114	20	17.5	8	40.0	30	8	26.7	
	STOCKDALE ISD	92	.	.	.	.	.	.	.	NONE TESTED
WINKLER	KERMIT ISD	187	13	7.0	9	69.2	21	11	52.4	
	WINK-LOVING ISD	42	.	.	.	.	.	.	.	< 5-MASKED*
WISE	ALVORD ISD	62	5	8.1	.	.	.	.	.	< 5-MASKED+
	BOYD ISD	106	41	38.7	10	24.4	61	14	22.9	
	BRIDGEPORT ISD	241	23	9.5	12	52.2	34	19	55.9	

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WISE	CHICO ISD	55	.	.	.	.	.	.	.	< 5-MASKED*
	DECATUR ISD	298	33	11.1	11	33.3	45	17	37.8	
	PARADISE ISD	103	.	.	.	.	.	.	.	< 5-MASKED*
	SLIDELL ISD	37	6	16.2	.	.	.	.	.	< 5-MASKED+
WOOD	ALBA-GOLDEN ISD	92	.	.	.	.	.	.	.	< 5-MASKED*
	HAWKINS ISD	84	.	.	.	.	.	.	.	NONE TESTED
	MINEOLA ISD	171	41	24.0	5	12.2	41	5	12.2	
	QUITMAN ISD	158	11	7.0	.	.	.	.	.	< 5-MASKED+
	WINNSBORO ISD	169	8	4.7	.	.	.	.	.	< 5-MASKED+
	YANTIS ISD	35	.	.	.	.	.	.	.	NONE TESTED
YOAKUM	DENVER CITY ISD	205	.	.	.	.	.	.	.	NONE TESTED
	PLAINS ISD	78	5	6.4	.	.	.	.	.	< 5-MASKED+
YOUNG	GRAHAM ISD	275	25	9.1	11	44.0	45	22	48.9	
	NEWCASTLE ISD	20	.	.	.	.	.	.	.	NONE TESTED
	OLNEY ISD	98	.	.	.	.	.	.	.	NONE TESTED
ZAPATA	ZAPATA COUNTY IS	308	35	11.4	11	31.4	51	11	21.6	
ZAVALA	CRYSTAL CITY ISD	181	22	12.2	.	.	.	.	.	< 5-MASKED+
	LA PRYOR ISD	52	19	36.5	.	.	.	.	.	< 5-MASKED+

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 3,4,OR 5 ARE MASKED.

TABLE B-2
INTERNATIONAL BACCALAUREATE (IB) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE IB	% OF STUDENTS TAKING AT LEAST ONE IB	# OF EXAMINEES WITH AT LEAST ONE SCORE >=4	% OF EXAMINEES WITH AT LEAST ONE SCORE >=4	# OF TOTAL EXAMS	# OF EXAM SCORES >=4	% OF EXAM SCORES >=4	***NOTE****
BELL	TEMPLE ISD	732	15	2.0	12	80.0	24	17	70.8	
BEXAR	JUDSON ISD	1,662	17	1.0	16	94.1	54	44	81.5	
	SAN ANTONIO I	5,217	37	0.7	23	62.2	92	31	33.7	
COLLIN	ALLEN ISD	1,208	26	2.2	19	73.1	29	22	75.9	
	PLANO ISD	5,313	120	2.3	117	97.5	350	334	95.4	
DALLAS	GARLAND ISD	5,150	168	3.3	159	94.6	407	351	86.2	
HARRIS	HOUSTON ISD	15,408	257	1.7	228	88.7	568	474	83.5	
LUBBOCK	LUBBOCK ISD	3,357	17	0.5	13	76.5	23	18	78.3	
SMITH	TYLER ISD	1,781	55	3.1	33	60.0	102	60	58.8	
TRAVIS	AUSTIN ISD	7,129	76	1.1	68	89.5	186	156	83.9	
WICHITA	WICHITA FALLS	1,694	20	1.2	6	30.0	22	6	27.3	
WILLIAMSON	LEANDER ISD	1,411	19	1.3	8	42.1	31	17	54.8	
	ROUND ROCK IS	3,479	68	2.0	62	91.2	209	187	89.5	

*NOTE: SCORES IN DISTRICTS WITH FEWER THAN 5 EXAMINEES ARE MASKED.
+NOTE: DISTRICTS WITH 5 OR MORE EXAMINEES BUT FEWER THAN 5 EXAMINEES SCORING 4,5,6,OR 7 ARE MASKED.
DATA ABOVE REFLECT SCORES AS OF AUGUST 3, 2001.

TABLE B-3
COMBINED ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) EXAMINATION RESULTS, BY DISTRICT, TEXAS PUBLIC SCHOOLS, 2000-01

COUNTY NAME	DISTRICT NAME	# OF STUDENTS IN GRADE 11-12	# OF STUDENTS TAKING AT LEAST ONE AP OR IB	% OF STUDENTS TAKING AT LEAST ONE AP OR IB	# OF XNEES WITH AT LEAST ONE SCORE>=C	% OF XNEES WITH AT LEAST ONE SCORE>=C	# OF TOTAL EXAMS	# OF EXAM SCORES >=C	% OF EXAM SCORES >=C
BELL	TEMPLE ISD	732	89	12.2	59	66.3	170	103	60.6
BEXAR	JUDSON ISD	1,662	226	13.6	151	66.8	534	290	54.3
	SAN ANTONIO ISD	5,217	1,129	21.6	206	18.2	1,937	258	13.3
COLLIN	ALLEN ISD	1,208	201	16.6	137	68.2	319	198	62.1
	PLANO ISD	5,313	1,918	36.1	1573	82.0	5,231	4,015	76.8
DALLAS	GARLAND ISD	5,150	1,112	21.6	522	46.9	2,509	1,043	41.6
HARRIS	HOUSTON ISD	15,408	2,002	13.0	1230	61.4	4,406	2,714	61.6
LUBBOCK	LUBBOCK ISD	3,357	348	10.4	175	50.3	589	290	49.2
SMITH	TYLER ISD	1,781	188	10.6	108	57.5	317	167	52.7
TRAVIS	AUSTIN ISD	7,129	1,799	25.2	1031	57.3	4,080	1,987	48.7
WICHITA	WICHITA FALLS IS	1,694	420	24.8	190	45.2	908	343	37.8
WILLIAMSON	LEANDER ISD	1,411	189	13.4	128	67.7	374	224	59.9
	ROUND ROCK ISD	3,479	1,048	30.1	768	73.3	2,735	1,877	68.6

NOTE: COMBINED RESULTS INCLUDE ONLY IB RESULTS OBTAINED FROM IBO AS OF AUGUST 3, 2001

Notes About Tables in Appendix B

Results and Notes Listed in Tables

The 2001 Advanced Placement (AP) examination results listed for each district in Table B-1 include: the total number of students enrolled in Grades 11-12, number and percentage of 11th and 12th graders who took at least one AP examination, number and percentage of examinees earning at least one score within the 3-5 range, total number of examinations taken, number and percentage of AP examinations receiving scores in the 3-5 range, and a "note" column for district-specific comments. Similarly, International Baccalaureate (IB) results for 2001 are listed by district in Table B-2; however, columns pertaining to the number and percentage of examinees and examinations refer to scores within a 4-7 range. Table B-3 contains combined Texas AP and IB examination results in 2001 for those districts in which both AP and IB examinations are offered.

AP score data for districts are not listed in Table B-1 when the number of students with scores is less than five because of the instability of statistics based on such low numbers of scores. A "<5-masked*" note is printed for districts with fewer than five students tested. This precaution also helps ensure that single sets of scores cannot be identified or linked with any individual. Districts with no 11th or 12th graders tested received a "none tested" note. In contrast, Table B-2 lists only the few districts with IB examinees, and Table B-3 lists only districts with both AP and IB examinees. In Tables B-1 through B-3, districts with five or more examinees but with fewer than five scores of 3, 4, or 5 for AP or 4, 5, 6, or 7 for IB were given a "<5-masked+" comment.

Sources of Data for Tables

Texas AP data were obtained from the College Board via its contractor, the Educational Testing Service, on 64,191 students who took one or more AP examinations in May 2001. Similarly, Texas IB data were obtained from the International Baccalaureate Organisation (IBO) in Cardiff, Wales, Great Britain, on 958 Texas students who took IB examinations in May 2001. District results included 59,050 AP examinees and 895 IB examinees with valid scores who were 11th and 12th graders enrolled in Texas public high schools in 2001. Complete 2001 IB results included scores as determined by August 3, 2001. Data on enrollment and grade levels of students who were ***not*** receiving special education services were obtained from the Texas Education Agency's Public Education Information Management System (PEIMS). When the grade level of an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

Appendix C
Advanced Placement (AP) and International Baccalaureate (IB) Results by District Characteristics, Texas Public Schools, 2000-01

TABLE C-1
DISTRICT PARTICIPATION IN ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
ENROLLMENT GROUPINGS				
50,000 AND OVER	13	13	100.0	4
25,000 TO 49,999	22	22	100.0	3
10,000 TO 24,999	47	47	100.0	5
5,000 TO 9,999	69	69	100.0	1
3,000 TO 4,999	84	81	96.4	0
1,600 TO 2,999	129	118	91.5	0
1,000 TO 1,599	125	103	82.4	0
500 TO 999	218	138	63.3	0
UNDER 500	361	90	24.9	0
DISTRICT TYPE				
MAJOR URBAN	10	10	100.0	3
MAJOR SUBURBAN	63	63	100.0	4
OTHER CENTRAL CITY	38	38	100.0	4
OTHER CC SUBURBAN	90	86	95.6	2
INDEPENDENT TOWN	75	72	96.0	0
NON-METRO FAST GROWING	57	42	73.7	0
NON-METRO STABLE	281	229	81.5	0
RURAL	359	137	38.2	0
CHARTERS	95	4	4.2	0
WEALTH (MEDIAN=$158,866)				
UNDER $80,442	98	69	70.4	0
$80,442 TO $100,745	102	66	64.7	0
$100,746 TO $117,086	100	69	69.0	0
$117,087 TO $134,645	99	71	71.7	1
$134,646 TO $158,865	101	68	67.3	0
$158,866 TO $183,520	99	72	72.7	3
$183,521 TO $214,674	97	77	79.4	2
$214,675 TO $282,141	95	65	68.4	3
$282,142 TO $451,285	94	62	66.0	3
OVER $451,285	82	53	64.6	1
NON-TAXING DISTRICTS	101	9	8.9	0
WEALTH (ST AVG=$215,232)				
UNDER $215,232	697	493	70.7	6
OVER $215,232	270	179	66.3	7
NON-TAXING DISTRICTS	101	9	8.9	0
WEALTH BY EQUAL PUPILS PER GROUP				
UNDER $60,828	41	35	85.4	0
$60,828 TO < $83,660	71	46	64.8	0
$83,660 TO < $100,381	86	53	61.6	0
$100,381 TO < $122,291	132	92	69.7	0
$122,291 TO < $134,443	68	48	70.6	1
$134,443 TO < $140,689	31	19	61.3	0
$140,689 TO < $156,187	61	44	72.1	0
$156,187 TO < $164,345	34	21	61.8	1
$164,345 TO < $177,218	49	35	71.4	1
$177,218 TO < $191,460	56	44	78.6	2
$191,460 TO < $201,571	36	31	86.1	0
$201,571 TO < $216,156	38	28	73.7	1
$216,156 TO < $245,432	46	29	63.0	0
$245,432 TO < $262,854	19	15	78.9	2
$262,854 TO < $289,683	33	23	69.7	2
$289,683 TO < $319,591	28	20	71.4	1
$319,591 TO < $335,187	10	6	60.0	0
$335,187 TO < $435,649	43	27	62.8	1
$435,649 TO < $750,384	53	38	71.7	1
$750,384 AND OVER	32	18	56.3	0
NON-TAXING DISTRICTS	101	9	8.9	0
STATE TOTAL	1,068	681	63.8	13

TABLE C-1
DISTRICT PARTICIPATION IN ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
LOC. ADOPT TAX RATE (ST AVG=$1.4750)				
UNDER $1.3941	224	115	51.3	1
$1.3941 TO UNDER $1.4901	243	169	69.5	1
$1.4901 TO UNDER $1.5601	249	179	71.9	4
$1.5601 AND OVER	251	209	83.3	7
NON-TAXING DISTRICTS	101	9	8.9	0
LOCAL M&O TAX RATE (ST AVG=$1.3844)				
UNDER $1.3291	228	145	63.6	2
$1.3291 TO $1.4040	252	173	68.7	4
$1.4041 TO $1.4730	247	197	79.8	3
$1.4731 AND OVER	240	157	65.4	4
NON-TAXING DISTRICTS	101	9	8.9	0
HIGHEST PROPERTY VALUE CATEGORY				
RESIDENTIAL	375	332	88.5	11
LAND	288	127	44.1	0
OIL AND GAS	100	52	52.0	0
BUSINESS	204	161	78.9	2
NON-TAXING DISTRICTS	101	9	8.9	0
SMALL/SPARSE ADJSTMNT (ST AVG=25.5%)				
NO SMALL/SPARSE ADJUSTMENT	244	152	62.3	13
UNDER 9.4%	222	210	94.6	0
9.4% TO UNDER 27.1%	220	165	75.0	0
27.1% TO UNDER 35.9%	211	88	41.7	0
35.9% AND OVER	171	66	38.6	0
CEI LEVEL (MEDIAN=1.06)				
UNDER 1.04	136	22	16.2	0
1.04 TO UNDER 1.06	232	131	56.5	0
1.06 TO UNDER 1.08	246	157	63.8	0
1.08 TO 1.11	245	177	72.2	5
1.11 AND OVER	209	194	92.8	8
OPERATING COST/PUPIL (ST AVG=$5,915)				
UNDER $5,471	192	111	57.8	3
$5,471 TO $5,947	226	184	81.4	5
$5,948 TO $6,466	230	183	79.6	5
$6,467 TO $7,484	221	128	57.9	0
OVER $7,484	199	75	37.7	0
ESC REGION				
I EDINBURG	44	31	70.5	0
II CORPUS CHRISTI	39	30	76.9	0
III VICTORIA	33	22	66.7	0
IV HOUSTON	72	50	69.4	1
V BEAUMONT	31	20	64.5	0
VI HUNTSVILLE	56	34	60.7	0
VII KILGORE	97	59	60.8	1
VIII MT PLEASANT	42	23	54.8	0
IX WICHITA FALLS	39	23	59.0	1
X RICHARDSON	90	65	72.2	3
XI FORT WORTH	76	60	78.9	0
XII WACO	76	44	57.9	1
XIII AUSTIN	59	47	79.7	3
XIV ABILENE	44	25	56.8	0
XV SAN ANGELO	43	21	48.8	0
XVI AMARILLO	56	25	44.6	0
XVII LUBBOCK	62	31	50.0	1
XVIII MIDLAND	34	21	61.8	0
XIX EL PASO	15	9	60.0	0
XX SAN ANTONIO	60	41	68.3	2
STATE TOTAL	1,068	681	63.8	13

TABLE C-1
DISTRICT PARTICIPATION IN ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
TAAS: PCT PASSING ALL TESTS TAKEN				
NO STUDENTS TESTED	5	0	0.0	0
UNDER 73.7%	182	51	28.0	1
73.7% TO UNDER 81.5%	228	160	70.2	5
81.5% TO UNDER 86.0%	224	157	70.1	2
86.0% TO UNDER 90.4%	220	174	79.1	3
90.4% AND OVER	209	139	66.5	2
SAT/ACT: PCT TAKING				
0% TO UNDER 55%	386	219	56.7	0
55% TO UNDER 70%	345	269	78.0	10
70% AND OVER	299	188	62.9	3
NO GRADUATES	38	5	13.2	0
SAT/ACT: PCT AT OR ABOVE CRITERION				
NONE MET CRITERION	78	17	21.8	0
UNDER 10%	108	76	70.4	1
10% TO UNDER 20%	278	197	70.9	0
20% TO UNDER 35%	396	295	74.5	5
35% AND OVER	119	93	78.2	7
NO TEST TAKERS	89	3	3.4	0
DENSITY (ST AVG=14.82 PUPILS/SQMI)				
FEWER THAN 5	441	216	49.0	0
5 TO FEWER THAN 20	288	227	78.8	0
20 TO FEWER THAN 100	130	122	93.8	2
100 AND OVER	108	107	99.1	11
NON-TAXING DISTRICTS	101	9	8.9	0
PUPIL CHG:99/00-00/01 (ST AVG=1.73%)				
DECLINING PUPILS	526	329	62.5	4
0% TO UNDER 3%	264	199	75.4	5
3% TO UNDER 6%	121	90	74.4	2
6% TO UNDER 10%	65	40	61.5	1
10% AND OVER	92	23	25.0	1
PCT AFRICAN AM PUPILS (ST AVG=14.4%)				
UNDER 5%	611	376	61.5	1
5% TO UNDER 10%	145	102	70.3	3
10% TO UNDER 20%	132	97	73.5	5
20% TO UNDER 30%	90	60	66.7	2
30% TO UNDER 50%	53	34	64.2	2
50% AND OVER	37	12	32.4	0
PCT HISPANIC PUPILS (ST AVG=40.6%)				
UNDER 5%	156	94	60.3	0
5% TO UNDER 10%	166	94	56.6	1
10% TO UNDER 20%	206	149	72.3	4
20% TO UNDER 30%	134	93	69.4	3
30% TO UNDER 50%	183	111	60.7	3
50% AND OVER	223	140	62.8	2
PCT MINORITY PUPILS (ST AVG=58.0%)				
UNDER 5%	29	17	58.6	0
5% TO UNDER 10%	106	59	55.7	0
10% TO UNDER 20%	183	118	64.5	1
20% TO UNDER 30%	148	100	67.6	1
30% TO UNDER 50%	234	155	66.2	3
50% AND OVER	368	232	63.0	8
STATE TOTAL	1,068	681	63.8	13

TABLE C-1
DISTRICT PARTICIPATION IN ADVANCED PLACEMENT (AP) AND INTERNATIONAL BACCALAUREATE (IB) EXAMINATIONS, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

CATEGORY	TOTAL # OF DISTRICTS	# OF DISTRICTS WITH AP	% OF DISTRICTS WITH AP	# OF DISTRICTS WITH IB
PCT ECON DISADV (ST AVG=49.31%)				
UNDER 20%	105	71	67.6	4
20% TO UNDER 30%	107	77	72.0	0
30% TO UNDER 40%	167	120	71.9	1
40% TO UNDER 60%	423	280	66.2	6
60% TO UNDER 80%	188	96	51.1	1
80% AND OVER	78	37	47.4	1
AVG. TEACHER EXPER (ST AVG=11.9 YRS)				
UNDER 10.1 YEARS	206	80	38.8	1
10.1 TO UNDER 12.1 YEARS	289	205	70.9	6
12.1 TO UNDER 13.6 YEARS	285	209	73.3	5
13.6 YEARS AND OVER	288	187	64.9	1
AVG. TEACHER SALARY (ST AVG=$38,361)				
Under $33,933	215	65	30.2	0
$33,933 TO UNDER $35,712	283	179	63.3	1
$35,712 TO UNDER $37,261	286	215	75.2	4
$37,261 AND OVER	284	222	78.2	8
PCT MINORITY TCHRS (ST AVG=26.8%)				
UNDER 5%	497	299	60.2	0
5% TO UNDER 10%	195	133	68.2	5
10% TO UNDER 20%	159	121	76.1	4
20% TO UNDER 30%	48	34	70.8	1
30% TO UNDER 50%	46	31	67.4	1
50% AND OVER	123	63	51.2	2
TCHRS W ADV DEGREE (ST AVG=23.9%)				
UNDER 11.2%	234	92	39.3	0
11.2% TO UNDER 17.4%	280	186	66.4	1
17.4% TO UNDER 23.7%	280	208	74.3	2
23.7% AND OVER	274	195	71.2	10
STATE TOTAL	1,068	681	63.8	13

TABLE C-2
ADVANCED PLACEMENT (AP) EXAMINATION PARTICIPATION AND PERFORMANCE, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
ENROLLMENT GROUPINGS				
13	50,000 AND OVER	16.2	54.6	49.5
22	25,000 TO 49,999	16.9	63.3	59.3
47	10,000 TO 24,999	14.3	54.6	47.5
69	5,000 TO 9,999	15.7	56.0	51.0
84	3,000 TO 4,999	11.7	45.3	40.1
129	1,600 TO 2,999	10.5	43.8	38.8
125	1,000 TO 1,599	10.5	32.9	29.5
218	500 TO 999	8.6	25.4	22.2
361	UNDER 500	4.9	25.0	22.4
DISTRICT TYPE				
10	MAJOR URBAN	16.4	48.0	42.6
63	MAJOR SUBURBAN	16.4	64.4	59.8
38	OTHER CENTRAL CITY	15.8	57.5	52.2
90	OTHER CC SUBURBAN	11.9	48.6	42.3
75	INDEPENDENT TOWN	10.6	45.6	40.2
57	NON-METRO FAST GROWING	15.5	49.3	41.8
281	NON-METRO STABLE	11.0	38.6	34.4
359	RURAL	7.6	23.4	20.6
95	CHARTERS	0.6	54.8	47.8
WEALTH (MEDIAN=$158,866)				
98	UNDER $80,442	14.6	38.9	28.4
102	$80,442 TO $100,745	11.9	35.8	28.3
100	$100,746 TO $117,086	9.4	34.2	29.2
99	$117,087 TO $134,645	11.4	35.2	30.6
101	$134,646 TO $158,865	10.7	46.8	40.3
99	$158,866 TO $183,520	13.7	48.6	43.4
97	$183,521 TO $214,674	12.8	59.8	56.7
95	$214,675 TO $282,141	15.2	62.1	57.1
94	$282,142 TO $451,285	16.9	58.3	53.7
82	OVER $451,285	24.5	71.8	67.1
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
WEALTH (ST AVG=$215,232)				
697	UNDER $215,232	12.3	46.0	40.7
270	OVER $215,232	17.4	62.3	57.8
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
WEALTH BY EQUAL PUPILS PER GROUP				
41	UNDER $60,828	14.1	36.9	26.5
71	$60,828 TO < $83,660	14.0	40.5	31.2
86	$83,660 TO < $100,381	12.5	35.7	27.1
132	$100,381 TO < $122,291	9.1	34.3	29.6
68	$122,291 TO < $134,443	12.0	35.2	30.5
31	$134,443 TO < $140,689	10.0	50.7	43.8
61	$140,689 TO < $156,187	10.9	43.5	36.9
34	$156,187 TO < $164,345	11.6	50.6	44.9
49	$164,345 TO < $177,218	15.0	44.6	38.8
56	$177,218 TO < $191,460	12.5	53.6	50.1
36	$191,460 TO < $201,571	13.7	66.2	64.2
38	$201,571 TO < $216,156	12.5	55.1	49.4
46	$216,156 TO < $245,432	14.9	69.3	65.6
19	$245,432 TO < $262,854	15.7	57.0	50.1
33	$262,854 TO < $289,683	13.3	57.5	55.4
28	$289,683 TO < $319,591	17.2	65.7	60.7
10	$319,591 TO < $335,187	16.9	39.9	33.4
43	$335,187 TO < $435,649	20.1	64.7	59.7
53	$435,649 TO < $750,384	24.0	70.9	66.6
32	$750,384 AND OVER	24.1	65.9	59.2
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
1,068	STATE TOTAL	14.2	53.7	49.5

TABLE C-2
ADVANCED PLACEMENT (AP) EXAMINATION PARTICIPATION AND PERFORMANCE, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
LOC. ADOPT TAX RATE (ST AVG=$1.4750)				
224	UNDER $1.3941	11.3	42.4	36.4
243	$1.3941 TO UNDER $1.4901	12.7	40.5	34.2
249	$1.4901 TO UNDER $1.5601	14.5	49.0	44.3
251	$1.5601 AND OVER	15.1	60.4	56.3
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
LOCAL M&O TAX RATE (ST AVG=$1.3844)				
228	UNDER $1.3291	12.9	45.7	38.2
252	$1.3291 TO $1.4040	14.4	56.0	53.1
247	$1.4041 TO $1.4730	14.8	57.6	52.3
240	$1.4731 AND OVER	14.3	50.6	47.3
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
1,068	STATE TOTAL	14.2	53.7	49.5
HIGHEST PROPERTY VALUE CATEGORY				
375	RESIDENTIAL	15.0	57.4	52.9
288	LAND	8.1	25.8	22.7
100	OIL AND GAS	6.8	32.0	29.0
204	BUSINESS	14.1	45.3	40.4
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
SMALL/SPARSE ADJSTMNT (ST AVG=25.5%)				
244	NO SMALL/SPARSE ADJUSTMENT	15.8	57.4	52.3
222	UNDER 9.4%	11.0	43.9	38.5
220	9.4% TO UNDER 27.1%	9.3	30.3	26.8
211	27.1% TO UNDER 35.9%	8.0	26.7	23.9
171	35.9% AND OVER	8.2	25.4	22.8
CEI LEVEL (MEDIAN=1.06)				
136	UNDER 1.04	2.3	34.9	31.2
232	1.04 TO UNDER 1.06	8.8	30.4	28.4
246	1.06 TO UNDER 1.08	10.6	41.8	38.8
245	1.08 TO 1.11	13.7	52.2	48.1
209	1.11 AND OVER	15.5	56.0	51.0
OPERATING COST/PUPIL (ST AVG=$5,915)				
192	UNDER $5,471	11.6	51.5	45.4
226	$5,471 TO $5,947	13.7	56.1	51.3
230	$5,948 TO $6,466	16.5	54.3	50.3
221	$6,467 TO $7,484	12.7	45.4	45.5
199	OVER $7,484	11.2	38.9	35.9
ESC REGION				
44	I EDINBURG	17.2	47.9	35.1
39	II CORPUS CHRISTI	14.9	41.9	37.4
33	III VICTORIA	8.4	39.0	34.5
72	IV HOUSTON	13.1	66.1	63.5
31	V BEAUMONT	6.2	34.6	33.4
56	VI HUNTSVILLE	11.9	62.6	61.3
97	VII KILGORE	9.7	43.4	40.9
42	VIII MT PLEASANT	10.1	35.4	31.9
39	IX WICHITA FALLS	16.0	39.9	36.1
90	X RICHARDSON	19.1	56.1	50.5
76	XI FORT WORTH	14.8	56.1	51.1
76	XII WACO	9.9	43.3	40.0
59	XIII AUSTIN	20.1	61.6	55.9
44	XIV ABILENE	10.6	45.3	46.1
43	XV SAN ANGELO	8.1	41.0	36.8
56	XVI AMARILLO	7.8	46.5	46.9
62	XVII LUBBOCK	8.7	35.8	35.3
34	XVIII MIDLAND	7.7	44.6	38.9
15	XIX EL PASO	14.5	42.3	33.7
60	XX SAN ANTONIO	15.5	42.5	37.6
1,068	STATE TOTAL	14.2	53.7	49.5

TABLE C-2
ADVANCED PLACEMENT (AP) EXAMINATION PARTICIPATION AND PERFORMANCE, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
TAAS: PCT PASSING ALL TESTS TAKEN				
5	NO STUDENTS TESTED	0.0	0.0	0.0
182	UNDER 73.7%	12.9	35.7	29.0
228	73.7% TO UNDER 81.5%	12.9	46.5	40.8
224	81.5% TO UNDER 86.0%	12.9	50.9	45.6
220	86.0% TO UNDER 90.4%	15.0	61.1	58.4
209	90.4% AND OVER	19.1	67.5	63.4
SAT/ACT: PCT TAKING				
386	0% TO UNDER 55%	11.2	40.3	34.2
345	55% TO UNDER 70%	13.5	49.8	44.0
299	70% AND OVER	18.5	66.3	62.7
38	NO GRADUATES	4.1	33.3	32.1
SAT/ACT: PCT AT OR ABOVE CRITERION				
78	NONE MET CRITERION	5.0	37.1	27.9
108	UNDER 10%	15.1	35.3	25.7
278	10% TO UNDER 20%	11.4	36.1	30.8
396	20% TO UNDER 35%	12.7	49.6	44.3
119	35% AND OVER	19.0	71.8	66.7
89	NO TEST TAKERS	0.7	57.7	48.8
1,068	STATE TOTAL	14.2	53.7	49.5
DENSITY (ST AVG=14.82 PUPILS/SQ MI)				
441	FEWER THAN 5	8.8	31.3	28.6
288	5 TO FEWER THAN 20	10.4	41.9	36.6
130	20 TO FEWER THAN 100	12.9	48.8	43.1
108	100 AND OVER	16.4	58.1	53.2
101	NON-TAXING DISTRICTS	7.1	61.7	48.1
PUPIL CHG:99/00-00/01 (ST AVG=1.73%)				
526	DECLINING PUPILS	11.7	43.3	40.8
264	0% TO UNDER 3%	15.2	52.9	47.5
121	3% TO UNDER 6%	16.9	64.9	59.2
65	6% TO UNDER 10%	14.0	59.0	53.9
92	10% AND OVER	8.9	57.1	54.7
PCT AFRICAN AM PUPILS (ST AVG=14.4%)				
611	UNDER 5%	14.1	47.4	41.4
145	5% TO UNDER 10%	14.8	64.2	61.3
132	10% TO UNDER 20%	15.4	51.9	46.4
90	20% TO UNDER 30%	14.3	65.3	62.8
53	30% TO UNDER 50%	13.1	47.8	42.9
37	50% AND OVER	6.9	29.2	27.9
PCT HISPANIC PUPILS (ST AVG=40.6%)				
156	UNDER 5%	13.8	54.3	54.7
166	5% TO UNDER 10%	12.2	52.0	49.1
206	10% TO UNDER 20%	15.7	64.7	61.6
134	20% TO UNDER 30%	13.3	60.1	56.1
183	30% TO UNDER 50%	14.4	52.0	46.3
223	50% AND OVER	13.9	42.9	36.1
PCT MINORITY PUPILS (ST AVG=58.0%)				
29	UNDER 5%	22.9	58.0	54.8
106	5% TO UNDER 10%	11.7	46.7	45.3
183	10% TO UNDER 20%	14.4	54.4	50.9
148	20% TO UNDER 30%	12.2	65.0	62.5
234	30% TO UNDER 50%	15.2	60.7	58.1
368	50% AND OVER	14.2	49.4	43.9
1,068	STATE TOTAL	14.2	53.7	49.5

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TABLE C-2
ADVANCED PLACEMENT (AP) EXAMINATION PARTICIPATION AND PERFORMANCE, BY DISTRICT CHARACTERISTICS, TEXAS PUBLIC SCHOOLS, 2000-01

NBR DIST	CATEGORY	% OF STUDENTS TAKING AT LEAST ONE AP	% OF EXAMINEES W/ AT LEAST ONE SCORE >=3	% OF EXAM SCORES >=3
PCT ECON DISADV (ST AVG=49.31%)				
105	UNDER 20%	19.8	70.3	65.7
107	20% TO UNDER 30%	14.0	66.6	63.2
167	30% TO UNDER 40%	14.9	54.5	50.8
423	40% TO UNDER 60%	12.1	48.2	43.0
188	60% TO UNDER 80%	12.3	43.4	38.6
78	80% AND OVER	17.0	36.9	26.5
AVG. TEACHER EXPER (ST AVG=11.9 YRS)				
206	UNDER 10.1 YEARS	12.9	54.7	49.6
289	10.1 TO UNDER 12.1 YEARS	16.1	58.7	53.7
285	12.1 TO UNDER 13.6 YEARS	13.3	50.2	46.2
288	13.6 YEARS AND OVER	12.2	44.4	40.6
AVG. TEACHER SALARY (ST AVG=$38,361)				
215	UNDER $33,933	5.8	29.2	26.6
283	$33,933 TO UNDER $35,712	9.7	40.2	35.7
286	$35,712 TO UNDER $37,261	11.4	44.3	39.0
284	$37,261 AND OVER	16.0	57.2	52.4
PCT MINORITY TCHRS (ST AVG=26.8%)				
497	UNDER 5%	12.0	48.8	46.7
195	5% TO UNDER 10%	15.3	65.3	62.6
159	10% TO UNDER 20%	14.7	56.5	51.8
48	20% TO UNDER 30%	11.6	57.1	55.4
46	30% TO UNDER 50%	14.6	53.4	45.9
123	50% AND OVER	15.0	41.6	34.2
% TCHRS W ADV DEGREE (ST AVG=23.9%)				
234	UNDER 11.2%	9.2	34.2	29.1
280	11.2% TO UNDER 17.4%	11.3	40.9	33.5
280	17.4% TO UNDER 23.7%	12.5	49.9	44.4
274	23.7% AND OVER	16.5	58.9	54.7
1,068	STATE TOTAL	14.2	53.7	49.5

Notes About Tables in Appendix C

Results and Notes Listed in Tables

Tables C-1 and C-2 present Advanced Placement (AP) and International Baccalaureate (IB) program statistics based on district data that is aggregated into 25 groupings of districts with similar characteristics, as defined by TEA's ANALYZE program. Grouping criteria include student enrollment, district type, the percentage of students taking SAT / ACT, and the percentage of teachers with an advanced degree. Although the number of categories within each grouping is consistent from year to year, the range represented by a particular category may change (see the category descriptions in the Glossary of this document for additional information).

Specifically, Table C-1 shows the number and percentage of districts with AP examination participation in 2001 by each of the 25 types of groupings of district characteristics. In addition, the table shows how the ten districts with IB examination participation are distributed across the 25 types of district ANALYZE groupings. Table C-2 provides further comparative information about AP program participation and results. The data allow examination, by the 25 district characteristics, of the percentage of 11th and 12th graders taking at least one AP examination and the percentages of both examinees and examinations with scores in the 3-5 range.

Sources of Data for Tables

Texas data were obtained from the College Board via its contractor, the Educational Testing Service, on 64,191 students who took one or more AP examinations in May 2001. Similarly, Texas data were obtained from the International Baccalaureate Organisation (IBO) in Cardiff, Wales, Great Britain, on 958 Texas students who took IB examinations in May 2001. District results included 59,050 AP examinees and 895 IB examinees with valid scores who were 11th and 12th graders enrolled in Texas public high schools in 2001. Complete 2001 IB results included scores as determined by August 3, 2001. Data on enrollment and grade level for students who were ***not*** receiving special education services were obtained from TEA's Public Education Information Management System (PEIMS). When grade level on an AP examinee was not available from PEIMS, it was obtained from the AP examinee data file. PEIMS data were also used to distinguish public from non-public school data. Because Texas public school AP results include Grade 11-12 examinees only and are based on PEIMS identification of Texas public schools, College Board summaries of Texas public school AP results may vary somewhat from those published by TEA. The IBO publishes no comparable summaries of Texas IB examination results.

Glossary of
Texas Education Agency (TEA)
District Analyze Category Descriptions, 2000-01

Texas Education Agency (TEA)
District Analyze Category Descriptions, 2000-01

Data Sources. All data about teachers, district budgets, and students is from the fall submission of the Public Education Information Management System (PEIMS). College admissions and TAAS information are provided to the TEA by the test contractors. All data is for the 2000-01 school year with the exception of college admissions which lag one year behind.

Enrollment

Districts are grouped by size into nine subcategories based on their number of students in membership. This is the total number of students in membership in the district on a day in late October of each year. It does not include students who are served by the district but are not in membership in the serving district.

District Type

Districts are classified on a scale ranging from major urban to rural. The charter school districts are in a separate subcategory. Factors such as size, growth rates, student economic status, and proximity to urban areas are used to determine the appropriate group. The groups are:

Major Urban

The largest school districts in the state that serve the six metropolitan areas of Houston, Dallas, San Antonio, Fort Worth, Austin, and El Paso. A district is designated major urban if it is the largest in counties with populations of 650,000 or over, and there are greater than 35% low-income students in the school district. Or, if not the largest district in the county, the number of students in membership is 75% of the largest district and there are more than 35% low-income students in the district.

Major Suburban

Other school districts in and around the major urban areas. A district is major suburban if it is contiguous to a major urban district and the number of students in membership is at least 3% of the major urban district or an enrollment of at least 4,500. If a district is not contiguous to a major urban area, then it must be within the same county and have an enrollment of 15% of the major urban district or an enrollment of at least 4,500 in order to be classified as major suburban.

Other Central City

The major school districts in other large Texas cities. If the district is not contiguous to one of the major urban districts but the county population is between 100,000 and 650,000 and it is the largest district in the county or its population is 75% of the largest district then the district is designated as other central city.

Other Central City Suburban

Other school districts in and around the other large, but not major, Texas cities. If the district is in a county between 100,000 and 650,000 population and the number of students in membership is at least 15% of the largest district in the county then it is designated central city suburban. If a district is contiguous to a central city district, its population is greater than 3% of that district's, and the number of students in membership is greater than the corresponding median figure for the state, it is also central city suburban.

Independent Town

If the district is the largest in a county having a population of 25,000 to 100,000, or the number of students in membership is greater than 75% of the largest district, the district is considered an independent town.

Non-Metro: Fast Growing

The school districts that fail to be in any of the above subcategories and that exhibit a five-year growth rate of at least 20 percent. These districts must have at least 300 students in membership.

Non-Metro: Stable

The school districts that fail to be in any of the above subcategories, yet the number of students in membership exceed the state median of 726.

Rural

The school districts that fail all of the above tests for placement into a subcategory. These districts either have a growth rate less than 20 percent and the number of students in membership is between 300 and the state median of 726, or the number of students in membership is less than 300.

Charter Schools

The 159 open-enrollment schools granted a charter by the State Board of Education for operation during 2000-01. Open-enrollment charter schools operate in a facility of a commercial or nonprofit entity or a school district.

Property Wealth

Wealth is defined as total taxable property value divided by the total number of students and is used as an indicator of a district's ability to raise local funds on a per pupil basis. The property value used is total taxable value for the last completed calendar year, i.e. 2000, as determined by the Comptroller's Property Tax Division (CPTD). This taxable value includes a reduction for 50% of a locally adopted optimal homestead exemption, and will affect state aid in the 2000-01 school year. The total number of students is for the current school year, i.e. 2000-01. The first wealth grouping classifies districts into ten subcategories with approximately equal numbers of districts in each, called deciles. The second grouping simply shows districts above and below state average wealth. The third wealth grouping classifies districts into 20 subcategories with approximately equal numbers of students in each. The six special statutory and 159 charter school districts form a separate group in all three categories because they have no taxable property wealth.

Locally Adopted Tax Rates

Districts are grouped into four tax effort subcategories, or quartiles, with approximately equal numbers of districts in each. This category shows the total adopted tax rate, as reported by the CPTD office. The six special statutory and 159 charter school districts are in a separate subcategory because they do not levy property taxes.

Local Maintenance and Operations Tax Rates

Districts are grouped into four tax effort subcategories, or quartiles, with approximately equal numbers of districts in each. This category shows the maintenance and operation (M&O) adopted tax rate, as reported by the CPTD office. The M&O levy includes money generated by districts for equalizing wealth. The six special statutory and 159 charter school districts form a separate group in both categories because they do not levy property taxes.

Highest Property Value Category

Currently, the Comptroller's Property Tax Division (CPTD) classifies property into multiple subcategories based on how the property is used. These subcategories are aggregated into four classifications as follows:

- Residential: single-family and multi-family residential, and residential inventory;
- Land: vacant lots, and rural real (taxable);
- Oil and Gas: oil, gas, and minerals; and
- Business: commercial and industrial real, commercial and industrial personal, and utilities

The one subcategory of these four which has the greatest total property value for a district determines in which category the district is placed. The six special statutory and 159 charter school districts form a separate group because they have no taxable property wealth.

Small/Sparse Adjustment

Districts are grouped into four small/sparse subcategories, or quartiles, with approximately equal numbers of districts in each. The category shows the amount of small/sparse adjustment as a percent of the total adjusted basic allotment amount. A fifth subcategory contains all districts receiving no small/sparse adjustment. This small/sparse percentage is a measure of the extent to which state funding is adjusted to compensate for small and/or sparsely populated districts.

Cost of Education Index

The Cost of Education Index (CEI) reflects geographic variations in costs beyond the control of school districts. The index currently in use was first implemented in 1991-92. The CEI has a minimum value of 1.0 and a maximum of 1.20. This category divides districts into five groups with approximately equal numbers of districts in each.

Operating Cost per Student

Operating costs are the sum of all expenditures budgeted for the operation of the district, for all funds which are reported. The operating expenditures are a subset of the total expenditures; they do not include debt service, capital outlay, or ancillary services expenditures. Per student amounts are the current school year expenditures divided by the current number of students. Districts are grouped into five subcategories with approximately equal numbers of districts in each. The source for budgeted expenditures is the fall submission of the Public Education Information Management System (PEIMS).

Education Service Center Regions

The state is divided into 20 geographic regions, each served by an Education Service Center (ESC). The ESC region reflected in this category is the region from which the district receives services, not the geographically assigned ESC region. For the vast majority of districts, these are the same.

TAAS: Percent Passing all Tests Taken

For grades 3-8 and 10, the total number of students who passed all sections taken is expressed as a percentage of the total number of students taking one or more tests. Districts are grouped into five subcategories with the percent passing ranging from "under 73.7%" to " 90.4% and over." These percentages exclude performance on Science and Social Studies in grade 8. Furthermore, these percentages include only those students enrolled in the district in October of the school year. These are the results used for accountability purposes. A sixth subcategory refers to districts not administering the test.

SAT I/ACT: Percent Taking

Districts are grouped into three subcategories based on the number of prior year graduates who were administered either the SAT I or ACT, or both. The number of test-takers taking one or both tests is divided by the number of non-special education graduates. A fourth subcategory is for those districts that have no graduates.

SAT I/ACT: Percent Scoring at or Above Criterion

Districts are grouped into five subcategories based on the number of examinees who scored at or above the criterion score for either the ACT or SAT I in the previous year. The number of examinees meeting the criterion is divided by the number of examinees. A sixth subcategory is for those districts that have no test takers. The criterion score is 1110 for the SAT I total and 24 for the ACT composite.

Student Density

Many years ago, the square miles in a school district were determined through a joint effort by the State Property Tax Board, now the CPTD, the Texas Education Agency, and the Texas Water Commission. School district maps provided by school districts to the CPTD were digitized by the Water Commission and acreage was determined. Density is the number of students per square mile. Density groups range from "fewer than five students per square mile" to "100 or more students per square mile." The six special statutory and 159 charter school districts form a separate group because mileage information is not available for them.

Pupil Change: 1999/00 – 2000/01

This category looks at the growth or decline in student population over a one-year period. Districts where the total number of students declined represent one grouping, while the remaining groups show one year growth rate ranging from "0%-3%" to "10% and over."

Percent African American, Hispanic, and Minority Students

In these categories, districts are grouped according to the ethnic composition of their student populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-white populations expressed as a percent of the total. The non-white populations include Native American or Alaskan Native; Asian or Pacific Islander; African American, not of Hispanic origin; and Hispanic. Each of the three categories has six subgroups with the particular population ranging from "under 5%" to "50 percent and over."

Percent Economically Disadvantaged (Low Income) Students

Percent low income is the number of students reported as economically disadvantaged on PEIMS, expressed as a percent of the total number of students. Districts report students as economically disadvantaged if they meet any of the following conditions:

a. eligible for free or reduced-price meals under the National School Lunch and Child Nutrition Program;

b. from a family with an annual income at or below the federal poverty line;

c. eligible for AFDC or other public assistance;

d. recipients of a Pell Grant or comparable state program of need-based financial assistance; or

e. eligible for programs assisted under Title II of the Job Training Partnership Act.

Districts are grouped into six subgroups ranging from "under 20%" to "80% and over."

Average Teacher Experience

In this category, districts are grouped into four subcategories with approximately equal numbers of districts in each. Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts, when summed for all teachers within a district and divided by the total teacher FTE count within that respective district, result in the average years of teacher experience.

Average Teacher Salary

In this category, districts are grouped into four subcategories with approximately equal numbers of districts in each. Average teacher salary is calculated as the total salary of teachers divided by the total FTE count of teachers. The total salary amount is for regular duties only and does not include pay for any supplemental duties.

Percent Minority Teachers

In this category, districts are grouped according to the minority composition of their teacher populations, as reported on PEIMS. Minority percent is calculated as the sum of all non-white teacher FTEs expressed as a percent of total teacher FTEs. The category has six groupings with the minority population ranging from "under 5%" to "50% and over."

Percent of Teachers With Advanced Degrees

In this category, districts are grouped into four subcategories with approximately equal numbers of districts in each. The percent of teachers with an advanced degree is calculated as the FTE count of teachers with a master's degree or doctorate divided by the FTE count for all teachers.

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Title VI, Civil Rights Act of 1964, the Modified Court Order, Civil Action 5281, Federal District Court, Eastern District of Texas, Tyler Division.

Reviews of local education agencies pertaining to compliance with Title VI Civil Rights Act of 1964 and with specific requirements of the Modified Court Order, Civil Action No. 5281, Federal District Court, Eastern District of Texas, Tyler Division are conducted periodically by staff representatives of the Texas Education Agency. These reviews cover at least the following policies and practices:

1. acceptance policies on student transfers from other school districts;
2. operation of school bus routes or runs on a nonsegregated basis;
3. nondiscrimination in extracurricular activities and the use of school facilities;
4. nondiscriminatory practices in the hiring, assigning, promoting, paying, demoting, reassigning, or dismissing of faculty and staff members who work with children;
5. enrollment and assignment of students without discrimination on the basis of race, color, or national origin;
6. nondiscriminatory practices relating to the use of a student's first language; and
7. evidence of published procedures for hearing complaints and grievances.

In addition to conducting reviews, the Texas Education Agency staff representatives check complaints of discrimination made by a citizen or citizens residing in a school district where it is alleged discriminatory practices have occurred or are occurring.

Where a violation of Title VI of the Civil Rights Act is found, the findings are reported to the Office for Civil Rights, U.S. Department of Education.

If there is a direct violation of the Court Order in Civil Action No. 5281 that cannot be cleared through negotiation, the sanctions required by the Court Order are applied.

Title VII, Civil Rights Act of 1964 as Amended by the Equal Employment Opportunity Act of 1972; Executive Orders 11246 and 11375; Equal Pay Act of 1964; Title IX, Education Amendments; Rehabilitation Act of 1973 as Amended; 1974 Amendments to the Wage-Hour Law Expanding the Age Discrimination in Employment Act of 1967; Vietnam Era Veterans Readjustment Assistance Act of 1972 as Amended; Immigration Reform and Control Act of 1986; Americans With Disabilities Act of 1990; and the Civil Rights Act of 1991.

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